

Resources in Education

JANUARY 1985

VOLUME 20 • NUMBER 1

ERIC

ED 247 370-248 316

SPECIAL ANNOUNCEMENT

Involvement in Learning: Realizing the Potential of American Higher Education

This final report of the seven-member Study Group on the Conditions of Excellence in American Higher Education represents another effort in the wave of educational reform stimulated by the 1983 publication of *A Nation at Risk*.

The study group, sponsored by the National Institute of Education (NIE), arrived at 27 recommendations that address areas such as: programs of study, college environments, preparation of faculty, accreditation, and assessment of student achievement.

Copies of the report are available for \$4.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 065-000-00213-2).

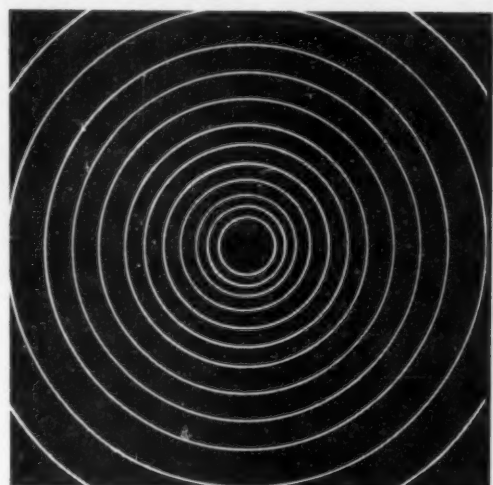
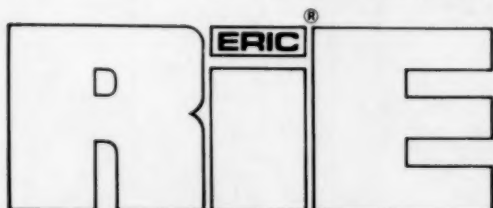
The document is also available from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210, in microfiche (\$.97) and in paper copy (127 pages, \$10.90), plus postage. Order by the ERIC accession number (ED 246 833). The document was announced in the December 1984 issue of *Resources in Education*.

RESOURCES IN EDUCATION

ED 247 370-248 316

January 1985

Volume 20 • Number 1



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Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],
v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76q8209r81jrev

Resources in education ... (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310;

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

1DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

75-644211

1LB1028j

AACR 2 MARC-S

Library of Congress

76q8209r81jrev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208**

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."



HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, Virginia 22210. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)
1982	(181 documents).....	\$ 39.05	(includes postage)

Citations (By Clearinghouse)

ED 247 926 IR 011 375

Brown, James W., Ed.
Trends in Instructional Technology.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.; 56p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—Information Resources
Publications, 030 Huntington Hall, Syracuse Uni-
versity, Syracuse, NY 13210 (IR-66, \$6.95 per
copy plus \$1.50 for shipping and handling).

ED 247 990 JC 840 499

Dellow, Donald A., Ed. Poole, Lawrence H., Ed.
**Microcomputer Applications in Administration
and Instruction. New Directions for Community
Colleges, Number 47.**
Journal Cit—New Directions for Community Col-
leges; v12 n3 1984
ERIC Clearinghouse for Junior Colleges, Los An-
geles, Calif.; 122p.
EDRS Price - MF01/PC05 Plus Postage.
Alternate Availability—Jossey-Bass Inc., Publish-
ers, 433 California St., San Francisco, CA 94104
(\$8.95).



DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

CE 123 456

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA —ERIC Processing and Reference Facility	1	JC —Junior Colleges.....	95
CE—Adult, Career, and Vocational Education.....	1	PS—Elementary and Early Childhood Education	101
CG—Counseling and Personnel Services.....	17	RC—Rural Education and Small Schools	110
CS—Reading and Communication Skills.....	26	SE—Science, Mathematics, and Environmental Education.....	118
EA—Educational Management.....	44	SO—Social Studies/Social Science Education.....	126
EC—Handicapped and Gifted Children	48	SP—Teacher Education	132
FL—Languages and Linguistics	59	TM—Tests, Measurement, and Evaluation	141
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IR —Information Resources.....	82		

AA

ED 247 370 AA 001 129
Resources in Education (RIE). Volume 20, Number 1.

Educational Resources Information Center (ED/RIE), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 85

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$95.00 (Domestic), \$118.75 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 247 371 CE 037 578

Scott, Joyce And Others

Making It Work. An In-Service Training Program for Vocational Educators. Module I. "Conquering Your Dropout Woes." Strategies for Retaining Students in Vocational High Schools. Trainer's Manual and Participant's Manual.

Nellum (A.L.) and Associates, Braintree, MA.
Spons Agency—Massachusetts State Dept. of Edu-

cation, Boston. Div. of Occupational Education.
Pub Date—Apr 83
Note—424p; For Modules II and III, see CE 037 579-580.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Techniques, Conferences, Counseling Techniques, Disabilities, *Dropout Characteristics, *Dropout Prevention, Dropouts, Individual Differences, *Inservice Teacher Education, Instructional Materials, Learning Activities, Learning Modules, Mainstreaming, Nontraditional Education, Peer Influence, Postsecondary Education, *Potential Dropouts, Professional Continuing Education, Program Development, Program Implementation, Referral, School Counseling, *School Holding Power, Student Attitudes, Student Behavior, Student Characteristics, Student Evaluation, Student Needs, Teacher Role, *Vocational Education, Vocational Education Teachers

Identifiers—*Special Needs Students

This module, the first in a three-volume series, deals with dropout prevention, and is organized in two parts: a trainer's manual and a participant's resource manual. It is designed for inservice training of teachers, counselors, and administrators in vocational schools. Addressed in the individual chapters of the trainer's module are the following topics: acknowledging student differences and enhancing individual growth, understanding and working with priority students, and planning and implementing a student retention program. Each section contains goals, objectives, a list of required materials, transparency masters, exercises, a teaching script, and handouts. Appended to the trainer's manual are a report on the participation of priority populations in vocational education, guidelines for identifying attitudes and behaviors, procedures for counseling priority students, techniques for mainstreaming handicapped students in vocational education, an examination of the participation of boys and girls in nontraditional training programs, suggestions for using peer aides as a resource for improving retention, guidelines for using conferences to help meet student needs, directions for referring students to other professionals, and a bibliography. The participant's manual, for use by trainees, contains introductory material; a section on planning inservice programs; self-assessment guides for teachers, counselors, and administrators; handout material to accompany the trainer's manual; visuals; and a list of resource materials. (MN)

ED 247 372 CE 037 579

Scott, Joyce And Others

Making It Work. An Inservice Training Program for Vocational Educators. Module II. "Placing Your Voc Ed Trainee." Placement Strategies for

Priority Students in Vocational Education.

Trainer's Manual and Participant's Manual.

Nellum (A.L.) and Associates, Braintree, MA.
Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date—Apr 83

Note—384p; For Modules I and III, see CE 037 578 and CE 037 580.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Disabilities, Guidelines, High School Students, *Inservice Teacher Education, Instructional Materials, *Job Placement, Learning Activities, Learning Modules, *Limited English Speaking, Minority Groups, Postsecondary Education, Professional Continuing Education, Secondary Education, Student Evaluation, *Student Placement, Teacher Role, *Vocational Education, Vocational Education Teachers

Identifiers—*Special Needs Students

This module, the second in a three-volume series, deals with placing vocational education trainees, and is organized in two units: a trainer's manual and a participant's resource manual. It is designed for inservice training of teachers, counselors, and administrators in vocational schools. Addressed in the individual chapters of the trainer's module are the following topics: placement in the vocational education system, problems encountered in the job placement of priority population students, and job placement techniques for priority populations. Each section contains some or all of the following: goals, objectives, a list of required materials, transparency masters, exercises, self-assessment instruments, a teaching script, handouts, and a bibliography. Appended to the trainer's manual are discussions of the characteristics and special needs of minority group, disabled, and limited-English-proficient students in vocational education. The participant's manual, for use by trainees, contains introductory material; a section on planning inservice programs; self-assessment guides for teachers, counselors, and administrators; handout material to accompany the trainer's manual; visuals; and a list of resource materials. (MN)

ED 247 373 CE 037 580

Scott, Joyce And Others

Making It Work. An In-Service Training Program for Vocational Educators. Module III. "A Blueprint for Student Achievement." Instructional Adaptation Strategies for Priority Students in Vocational Education. Trainer's Manual and Participant's Manual.

Nellum (A.L.) and Associates, Braintree, MA.
Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
Pub Date—Apr 83

Note—383p; For Modules I and II, see CE 037

2 Document Resumes

578-579.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Classroom Techniques, *Disabilities, Guidelines, High School Students, Individualized Instruction, Individual Needs, *Inservice Teacher Education, Instructional Development, Instructional Materials, Interpersonal Competence, Learning Activities, Learning Modules, *Limited English Speaking, Material Development, *Minority Groups, Postsecondary Education, Professional Continuing Education, Secondary Education, Self Evaluation (Individuals), Student Characteristics, Student Evaluation, Student Needs, Teacher Role, Teacher Student Relationship, Teaching Methods, *Vocational Education, Vocational Education Teachers

Identifiers—*Special Needs Students

This module, the third in a three-volume series,

deals with instructional adaptation strategies for

priority students in vocational education and is

organized in two units: a trainer's manual and a

participant's resource manual. It is designed for in-

service training of teachers, counselors, and admin-

istrators in vocational schools. Addressed in the

individual sections of the trainer's manual are the

following topics: improving interpersonal relations

between teacher and student, identifying teaching

strengths, identifying learning characteristics, plan-

ning the instructional program, individualizing in-

struction, and adapting instructional content. Each

unit contains some or all of the following: goals,

objectives, a list of required materials, transparency

masters, exercises, a teaching script, and handouts.

Appended to the trainer's manual are separate dis-

cussions of the characteristics and special needs of

minority group, handicapped, and limited-Eng-

lish-proficient students in vocational education. The

participant's manual, for use by trainees, contains

introductory material; a section on planning in-

service programs; self-assessment guides for teachers,

counselors, and administrators; handout material to

accompany the trainer's manual; visuals; and a list

of resource materials. (MN)

ED 247 374 CE 037 962

Follow-Up Evaluation Project. From July 1, 1981

to June 30, 1983. Final Report.

Santa Fe Community Coll., Gainesville, Fla.

Spons Agency—Florida State Dept. of Education,

Tallahassee. Div. of Vocational Education.

Pub Date—30 Jun 83

Note—172p.

Pub Type—Reports - Evaluative (142) — Guides -

Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Air Conditioning, Auto Mechanics,

*Behavioral Objectives, Building Trades, Child

Development, Clothing, Competence, Competency

Based Education, Construction (Process),

Cosmetology, Course Content, *Curriculum De-

velopment, Data Processing, Drafting, *Educa-

tional Needs, *Educational Objectives, Electrical

Occupations, Engines, Fashion Industry, Fol-

lowup Studies, Graphic Arts, Heating, Job Skills,

Mathematics Skills, Merchandising, Needs As-

essment, Postsecondary Education, Program

Content, *Program Effectiveness, Refrigeration,

Solar Energy, Technical Education, *Trade and

Industrial Education, Ventilation, Welding

Identifiers—Florida

A project was undertaken to revise a model com-

petency-based trade and industrial education pro-

gram that had been developed for use in Florida

schools in a project that was implemented earlier.

During the followup evaluation, the project staff

compiled task listings for each of the following trade

and industrial education program areas: automotive;

building construction; child development; cosme-

tology; clothing production and fashion merchan-

dising; data processing; drafting; electrical

construction; gasoline engine mechanics; graphic

design technology; solar and heating, air condition-

ing, refrigeration, and ventilation; technical mathe-

matics; and welding. Next, a project advisory

committee and a group of local employers reviewed

the task listings, made recommendations for

changes in them, determined the occupational skills

needed by students in each program area, identified

the major outcomes for the program and for each

course of study, and identified the entry-level skills

and the minimum performance levels for the pro-

gram and for each course of study. Generally, the

or task listings and sets of objectives for each of the 13 program areas mentioned above.) (MN)

ED 247 375 CE 038 866

Development of Curriculum for a Non-Traditional

Machine Tool Technology Program Accessible to

the Physically Handicapped. Dissemination Re-

port.

Chabot Coll., Hayward, Calif.

Spons Agency—California State Dept. of Educa-

tion, Sacramento.

Pub Date—[80]

Note—115p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accessibility (for Disabled), Adapt-

ive Behavior (of Disabled), *Curriculum Develop-

ment, Demonstration Programs, Machine Tool

Operators, *Machine Tools, Machinists, *Numer-

ical Control, *Physical Disabilities, Postsecondary

Education, *Technical Education, Two Year

Colleges

Identifiers—*Chabot College CA

This report of a project to develop curricula for a

model program for computerized numerical control in

the machine tool technology area begins with a

discussion of accessibility in vocational/technical

programs. An overview of the laws requiring pro-

gram accessibility is provided. Problems encoun-

tered in program accessibility and their solutions are

then analyzed. These problems include architectural

versus psychological barriers; how to adapt the

person to the environment versus adapting the en-

vironment to the person; how to select, counsel, and

direct physically limited students into appropriate

jobs in industry; and how to foster skills needed for

independent living beyond school. Introductory

materials include a synopsis, a short history and the

state-of-the-art of numerical control, and the philo-

sophy for teaching numerical control. These curricu-

lum materials are then provided: a complete layout

of the units, course requirements, time frames, and

course outlines for all certificates and degrees in

Machine Tool Technology at Chabot College. Sample

class assignments, tests, and lab layout follow

the course outlines. Appendixes include a synopsis

of laws, descriptions of aids, information on insur-

ance rates and tax benefits when employing handi-

capped persons, and a sample job analysis. (YLB)

ED 247 376 CE 039 338

Stone, Judson And Others

Pre-Layoff Intervention: A Response to Unem-

ployment. Second Edition.

Michigan State Dept. of Mental Health, Lansing;

Michigan Univ., Ann Arbor, Inst. of Science and

Technology.

Spons Agency—Department of Health and Human

Services, Chicago, IL. Region 5.

Pub Date—Jun 84

Note—173p.; A prevention services project of the

Six Area Coalition Community Mental Health

Center.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adults, Attitude Change, *Commu-

nity Resources, *Dislocated Workers, Economic

Development, Employee Attitudes, Employer

Attitudes, Employers, Employment Programs,

*Job Layoff, Job Placement, Job Search Methods,

Job Training, Labor Market, Labor Needs, Men-

tal Health, *Outplacement Services (Employ-

ment), Planning, *Program Development,

Retraining, *Stress Management

Identifiers—Michigan (Detroit)

Based on a program provided by a consortium of

mental health centers in the Detroit, Michigan,

area, this manual is intended to assist in the develop-

ment and delivery of programs that allay or prevent

the devastating human impact of plant shutdowns

and large-scale layoffs. The guide focuses on deliv-

ery of programs that promote more effective use of

existing community resources, the development of

practical strategies for coping with emotional and

economic stress, and reemployment by facilitating

referral and development of job-finding skills. The

manual is organized in five sections. Following an

introduction and overview in section I, section II

describes the theoretical background immediately

relevant to program design. It examines the physical

and emotional consequences of job displacement,

the life-cycle of related stress, and the particular

interventions are discussed, while section V pre-

sents descriptions of specific program components

for immediate adaptation or application. Each

component descriptor incorporates summaries of pro-

gram objectives, strategies for adaptation,

prescriptions for avoidance of possible pitfalls, and

examples of related materials or guides. Appendixes

to the guide include relevant readings, sample for-

mat or guidelines, and resource materials. (KC)

ED 247 377 CE 039 339

Gordus, Jeanne Prial

Coping with Unemployment. I. The Trainers'

Guide. II. The Participants' Book.

Michigan State Dept. of Mental Health, Lansing;

Michigan Univ., Ann Arbor, Inst. of Science and

Technology.

Pub Date—May 84

Note—72p.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alcoholism, Classroom Techniques,

*Coping, Dislocated Workers, Employment Pro-

blems, Fringe Benefits, Health, Health Insurance,

Health Needs, Home Management, *Job Layoff,

Leaders Guides, Money Management, Nutrition,

Postsecondary Education, *Problem Solving, Self

Actualization, Social Support Groups, *Stress

Management, Teaching Methods, *Unemploy-

ment, Unemployment Insurance, *Workshops

This document contains both a trainers' guide and

a participants' book for a one-day workshop on cop-

ing with unemployment. The workshop is planned

to enable participants to withstand a period of job-

lessness with a minimum of personal stress. It in-

cludes information about specific

unemployment-related problems, methods of stress

management, supportive behavior, resources, and

retraining. The trainers' manual first introduces the

problems of unemployed workers, describes the

scope of the training and the objectives of the work-

shop, and suggests training methods. This section is

followed by seven modules covering the following

topics: introduction and overview, unemployment

problems/solutions, unemployment and stress, case

studies, identifying problems and solutions, the un-

employment plan, and a wrap-up to the program.

Each module consists of a purpose, learning objec-

tives, materials needed, suggested time allowance,

and a training outline. The participants' book pro-

vides information to help unemployed persons and

their families to cope during the unemployment pe-

riod. It shows how to get help and benefits for which

unemployed persons may be eligible. Following an

introduction on unemployment stress, the partici-

pants' book contains seven modules covering these

topics: maintaining economic stability, health care,

good nutrition, homes, social ties, and morale; and

unemployment and alcohol. (KC)

ED 247 378 CE 039 372

Odden, Allan

Education and the High Technology Economy.

Working Paper No. 3.

Education Commission of the States, Denver, Colo.

Pub Date—24 Oct 83

Note—8p.; Paper presented at the National Forum

of the College Board (Dallas, TX, October 24,

1983).

Pub Type—Opinion Papers (120) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, *Demand Occupations,

Economics, *Educational Needs, Educational

Planning, *Educational Trends, Emerging Occu-

pations, *Employment Projections, *Futures (of

Society), Labor Needs, Postsecondary Education,

Secondary Education, *Technological Advance-

ment, Vocational Education

One of the major issues currently facing the

United States is the impact of the emerging

high-technology economy. Some experts suggest

that the economy will require great numbers of very

highly educated persons to fill the new high-techno-

logy jobs. Others, such as researchers at the Bu-

reau of Labor Statistics (BLS), predict that few

highly trained people will actually be needed in a

high-technology economy, because, while high-

technology jobs will grow by high percentages, the

actual numbers of new jobs will be small. The BLS

instead expects the economy to require many more

that the future economy will be similar to the present one, a premise that may not hold true. For example, the BLS expects that many more retail sales persons will be needed, but an upsurge of catalog shopping, and possibly computer shopping, may well cut the number of sales persons needed. On the other hand, the emerging high-technology economy may change some formerly low-skilled jobs to jobs requiring a much higher level of knowledge and skills. For example, the job of secretary has been upgraded substantially by the addition of word processing equipment and computers to offices. With this equipment, fewer secretaries may be needed, but they will fill much more complicated jobs. Therefore, the work force of the future high-technology society may, indeed, need greater levels of education and higher-level skills, and the education establishment must prepare for this necessity. (KC)

ED 247 379 CE 039 376

Willings, David

Job Study Manual.

Pub Date—Mar 82

Note—41p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Data Collection, Definitions, *Educational Needs, *Employment Qualifications, Guidelines, Interest Inventories, *Job Analysis, *Job Skills, *Occupational Information, Records (Forms), Research Methodology, Skill Analysis, Task Analysis, Vocational Interests, Work Environment

This manual outlines and explains procedures for conducting a study of the exact content and requirements of jobs in order to develop an information base for students to use in evaluating their suitability for given jobs. Addressed in the first half of the guide are the following topics: the meaning of the term job study, the image of a job, problems of training, difficulties and distastes associated with different jobs, various mental skills required for different jobs, physical skills called for in certain jobs, selected job features, and special features associated with certain jobs. Next, guidelines are set forth for compiling a job study. Concluding the guide are several sample charts and forms for use in conducting a job study as well as a sample job study. Included along with the manual is a nine-part survey instrument for use in helping students determine their career interests and objectives. (MN)

ED 247 380 CE 039 377

Garrison, Shirley And Others

A Patient Representative Inservice Journal.

Highland Park Hospital, IL.

Pub Date—1 Aug 83

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advocacy, Allied Health Occupations, *Allied Health Occupations Education, Guidelines, *Hospital Personnel, *Human Services, *Inservice Education, Patients, Program Content, *Public Relations, Staff Development, *Volunteers

Identifiers—*Patient Care

This inservice journal is a diary of the inservice programs that were held in 1982-1983 for volunteers and paid staff working in the patient relations department at Highland Park Hospital in Highland Park, Illinois. The first section of the journal contains a list of the purposes of inservice education. Summarized next are individual inservice sessions on the following topics: historical perspectives of patient relations departments, interdepartmental exchanges, three stages in human development, holidays in hospitals, burnout, and effects of unemployment on patients. A summary of the year-long inservice program concludes the journal. Appended to the diary are a list of inservice program participants, patient relations guidelines for inservice programs, and a descriptive announcement of a family network program. (MN)

ED 247 381 CE 039 381

Baile, Lawrence Neil

Study of the Status of FY 83 CETA Coordination and Program Activities. Final Report; Activities Study. Research Report Series.

National Commission for Employment Policy

(DOL), Washington, D.C.

Report No.—RR-84-06

Pub Date—Jun 84

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Delivery Systems, Educational Legislation, Educational Policy, Employment Practices, *Employment Programs, *Employment Services, *Federal Legislation, Federal Programs, *Job Training, On the Job Training, Postsecondary Education, Program Implementation, Public Policy, Vocational Education

Identifiers—*Comprehensive Employment and Training Act, *Prime Sponsors

A study examined Comprehensive Employment and Training Act (CETA) coordination and program activities for fiscal year 1983. To gather data for the study, researchers reviewed literature on the delivery of CETA services, compared these delivery practices with delivery strategies employed in such CETA predecessors as the Manpower Training and Development Act of 1962 and the Economic Opportunity Act of 1964, obtained information about the patterns of service delivery that were used by 45 (out of a sample of 50) CETA prime sponsors in FY 1983, and tabulated these data in a way that would facilitate comparisons with the patterns emerging under the Job Training Partnership Act of 1982. All of the prime sponsors providing information for the study devoted at least some resources to classroom vocational skills training, and all but one of them devoted at least some resources to on-the-job training. Of the 37 prime sponsors who provided reasonably complete information about the services they offered, 14 ran English-as-a-Second-Language programs and 25 provided some remedial classes. Prime sponsors were by far the most frequent deliverers of intake and assessment services, which included: (1) outreach and recruitment; (2) intake and eligibility determination; (3) assessment and preparation of employability plans; (4) counseling; and (5) referral of clients to other agencies. Community-based organizations were utilized the second most frequently for three of the five intake and assessment services examined. (MN)

ED 247 382 CE 039 382

Olson, Charlotte M. Ed. And Others

The UW-Stout Analysis: Schools, Youth and Work.

Parker Project Number 2. Bulletin No. 4412.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Parker Pen Co.; Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WDPI-Bull-4412

Pub Date—May 84

Note—80p.; For related documents, see ED 241 799, ED 242 890, ED 244 122, and CE 039 383.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Education, *College Preparation, Comparative Analysis, Educational Needs, Educational Objectives, *Education Work Relationship, Employee Attitudes, Employer Attitudes, *Employment Potential, Employment Qualifications, Entry Workers, High School Graduates, High Schools, Job Performance, Job Placement, Job Skills, *Job Training, Labor Needs, Outcomes of Education, Questionnaires, *Relevance (Education), School Effectiveness, State Surveys, *Vocational Education

Identifiers—Parker Project, *Wisconsin

A study, which was part of a multiphased secondary education improvement program entitled the Parker Project, examined Wisconsin employer and employee perceptions of the effectiveness of job training and career education available in high schools in the state. Survey data indicated that employers are not entirely satisfied with the training provided by secondary schools in these areas. Based on employer assessments of future labor and skill needs, it appeared that unless work preparation curricula are changed, entry-level employees will be poorly prepared for jobs in the future. Despite the fact that vocational graduates were more likely to be satisfied in their jobs than were their counterparts from college-preparatory programs, it appeared that both programs are succeeding in their objectives. Although vocational graduates tended to have lower grades and less desire to go on to postsecondary training than did the students enrolled in college-preparatory programs, they had an edge in the job market, a fact probably attributable to their greater knowledge of job-seeking techniques and greater familiarity with actual tools and equipment used on the job. (Appendixes to this report include a summary of Parker Project data and copies of

various survey instruments used in the study.) (MN)

ED 247 383 CE 039 383

Olson, Charlotte M.

Futures Symposium. Youth, Work & Economic

Productivity: Wisconsin at Risk? Parker Project

Number 7. Bulletin No. 4413.

Parker Pen Co.; Wisconsin State Dept. of Public

Instruction, Madison.

Report No.—WDPI-Bull-4413

Pub Date—May 84

Note—80p.; For related documents, see ED 241

799, ED 242 890, ED 244 122, and CE 039 382.

Pub Type—Collected Works - Proceedings (021) —

Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Delivery Systems, Disadvantaged Youth, *Economic Development, Educational Cooperation, Educational Finance, Educational Needs, Educational Practices, Educational Strategies, *Education Work Relationship, Elementary Education, Females, Financial Support, *Futures (of Society), *Job Training, Labor Needs, Minority Groups, Models, Needs Assessment, Productivity, Program Development, Program Effectiveness, *Relevance (Education), School Business Relationship, School Effectiveness, *Secondary Education, Statewide Planning, Work Environment

Identifiers—Parker Project, *Wisconsin

This proceedings consist of the texts of papers and panel discussions presented at a Parker Project-sponsored futures symposium on youth, work, economic productivity, and the challenges facing Wisconsin's secondary schools in providing job training for the future. Addressed in the individual presentations included in this volume are the following: economic development and preparation of youth for the world of work by secondary schools; preparation of women, minorities, and disadvantaged youth for the world of work; opportunities for and constraints on business and education partnership; effectiveness and efficiency in the delivery of secondary vocational education programs in Wisconsin as seen in four models; alternative financing schemes for funding vocational education; the mission of public elementary and secondary education in preparing youth for the world of work and for economic productivity; and assessment of Wisconsin's state of risk with respect to inadequacies in job preparation practices. (MN)

ED 247 384 CE 039 386

Vocational Education Trends and Priorities: A

Study of Vocational Education in Missouri.

Reaching for Excellence in Education. Final

Report of the 1984 Vocational Study Committee.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Career and Adult Education.

Pub Date—Jul 84

Note—37p.; For related documents, see CE 039

387-388.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Delivery Systems, *Educational Needs, Educational Planning, *Educational Policy, Educational Trends, Employment Projections, Federal Aid, Financial Needs, *Financial Support, Futures (of Society), *Labor Needs, Needs Assessment, Policy Formation, Secondary Education, State Aid, State Programs, Statewide Planning, Technical Education, Technological Advancement, Trend Analysis, *Vocational Education

Identifiers—*Missouri

A study examined vocational education in the state of Missouri with respect to current and future labor market needs in the state, delivery systems for meeting these needs, and current funding patterns for Missouri's vocational and technical education program. Based on their analysis of employment projections for Missouri, the researchers concluded that the shift away from agriculture and manufacturing into the service occupations will continue and that high technology industries presently constitute less than 8 percent of Missouri's industrial sector. In 1983, Missouri had a total of 432 schools serving as the state's primary public vocational education delivery system at an annual cost of over \$100 million. During the same year, vocational programs were supported by \$14,089,735 in Federal grants, \$24,265,914 in state allocations, and \$81,555,241 in reported local contributions. After analyzing these

data, the researchers formulated 25 recommendations directed at policymakers responsible for vocational education funding and programming in Missouri. Included among these were recommendations for developing vocational programs that strike a fine balance between meeting the immediate requirements of today's employers and assuring a labor force with the abilities, character, and flexibility to adapt to an uncertain future and for using labor market needs as the primary factor in determining levels of state fiscal support for new programs. The appendices list four project consultants and members of the 1984 Vocational Study Committee. (MN)

ED 247 385 CE 039 387

Vocational Education Trends and Priorities: A Study of Vocational Education in Missouri. Reaching for Excellence in Missouri Schools. A Collection of Reports and Other Documents Provided by Consultants and Staff of State Agencies under the Direction of the UMC Research Team.

Missouri Univ., Columbia. Coll. of Education. Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—84

Note—262p.; For related documents, see CE 039 386-388. Parts of this document may not reproduce well due to light type.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Advisory Committees, Curriculum Development, *Delivery Systems, Educational Improvement, *Educational Needs, Educational Objectives, Educational Policy, Educational Trends, Employment Patterns, Employment Projections, Enrollment, *Financial Needs, *Financial Support, Futures (of Society), Guidelines, *Labor Needs, Labor Supply, Needs Assessment, Policy Formation, Program Development, Resource Allocation, Secondary Education, State Aid, Technical Education, Technological Advancement, Trend Analysis, *Vocational Education

Identifiers—*Missouri

As part of a multiphased study of trends and priorities in vocational education in Missouri, four project consultants were hired to write reports on labor market needs in Missouri, vocational education delivery systems in the state, and fiscal resources available for Missouri vocational education programs. These individual reports were synthesized into one document that comprised analyses of each of the three areas under examination, recommendations to Missouri policymakers concerning each area, 30 tables of pertinent data, and 11 appendices dealing with such topics as the division of career and adult education in the state, locations of designated area vocational schools, vocational program subject area scope statements, vocational education program offerings, enrollment data, local advisory council participation, program termination guidelines, vocational student organizations, labor supply and demand data, and the growth of vocational education in the state. Included among the major recommendations set forth in the study were the following: curricula, finances, and resources should be assessed in light of labor market needs; underserved rural areas should receive priority consideration for funding and program expansion; and financial resources should be committed to a plan whereby teachers can receive the training in the use of computers and electronic devices that they need to stay ahead of the next generation of students. (MN)

ED 247 386 CE 039 388

Vocational Education Trends and Priorities: A Study of Vocational Education in Missouri. Perceptions of Vocational-Technical Education in Missouri by Employers, Educators, and Students. A Summary Report of Three Survey Studies.

Missouri Univ., Columbia. Coll. of Education. Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—84

Note—162p.; For related documents, see CE 039 386-387. Prepared for the 1984 Vocational Study Committee Reaching for Excellence. Some tables may not reproduce well due to faint or broken print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Cooperation, *Educational Needs, *Educational Objectives, Educational Practices, Educational Quality, *Educational Trends, Education Work Relationship, Employer Attitudes, Job Training, Questionnaires, *School Business Relationship, *School Effectiveness, Secondary Education, State Programs, State Surveys, Student Attitudes, Student Educational Objectives, Teacher Attitudes, *Vocational Education

Identifiers—*Missouri

During a study examining vocational trends and priorities in Missouri, separate survey instruments were sent to 1,471 employers, 843 teachers, and 2,108 students in order to gather data on the following topics: the performance of vocational education, its priorities, collaboration between vocational education and the world of work, and indicators of programming adjustments needed in vocational education. All three groups of respondents had favorable views of Missouri's vocational programs. Survey data also revealed a remarkable similarity between the opinions of educators and employers about priorities in vocational education, with both groups placing the highest priority on developing work attitudes and human relations skills. Also cited by both groups was the need for retraining adult workers as another major goal of vocational education. With respect to the issue of cooperation between educators and employers, all three groups of respondents favored the idea. Many student respondents expressed an interest in more opportunities for participation in cooperative vocational programs. Based on the small numbers of firms already having such agreements with vocational schools at the time of the survey, it appeared that this is one particular area in which the immense potential resources have barely been tapped. (Appended to this report are copies of all three survey instruments and data tables summarizing student survey results.) (MN)

ED 247 387 CE 039 390

Mathews, Paul J. And Others. Elementary and Secondary Students Perceptions of Allied Health Careers.

Pub Date—Jul 84

Note—19p.; Presented at the American Association for Respiratory Therapy Summer Forum (St. Petersburg, FL, July 20-22, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations, Allied Health Occupations Education, *Allied Health Personnel, Anesthesiology, *Career Choice, Career Development, Career Education, Dietitians, Elementary Secondary Education, Emergency Medical Technicians, Medical Record Technicians, Medical Technologists, Physical Therapists, Physical Therapy Aides, Radiologic Technologists, Speech Pathology, *Student Attitudes

Identifiers—Biometrics, Respiratory Therapy, Shawnee Mission School KS

This study was designed to examine the perceptions of allied health careers by elementary and secondary school students. A 6-part, 45-question survey was designed and administered to randomly selected classes of third, sixth, ninth, and twelfth grade students in the Shawnee Mission (Kansas) school district. Three hundred and five surveys were distributed with 292 usable responses received. The male-to-female ratio was 131:161. The survey was designed to elicit students' knowledge/perceptions of 10 allied-health careers, and their perceptions of people versus machine orientation, work site, and work locale. Also elicited were data related to the students' knowledge of future career choice, college plans, and interest in a medical/allied health career. Data were analyzed by sex and grade level for each of the career choices. The hypothesis that there exists a lack of knowledge or basic understanding of the allied health specialties studied was supported. Less than half (46.53 percent) of all answers were correct overall, and lack of knowledge did not appear to be sex linked. Certain careers were more closely correlated with correct answers than were others (e.g., speech pathology was more often correctly identified than was radiology technology). (Author/KC)

ED 247 388 CE 039 397
Admissions Model. Missouri Vocational-Technical Programs.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.; Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date—Sep 83

Note—42p.; Printed on colored paper. For an earlier edition, see ED 220 624.

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Admission (School), *Admission Criteria, Evaluation Methods, Flow Charts, *Models, Portfolios (Background Materials), *Program Implementation, Secondary Education, *Selective Admission, *Student Evaluation, Student Placement, Technical Education, *Vocational Education

Identifiers—*Missouri

This document is a comprehensive admissions model that has been constructed to assist secondary school personnel in the state of Missouri with the admission and selection of students for vocational programs. The model is presented in flowchart form with an accompanying outline that describes the various steps, followed by the forms necessary to administer the process. The model is composed of the following five stages: policy, planning, application process, selection process, and evaluation. The model was constructed to be general in nature so that the overall concepts presented can be implemented in a number of different educational institutions. Appendices to the document contain the student selection guide blank forms. (KC)

ED 247 389 CE 039 398

Landers, Jack M.

A Curriculum Guide for Industrial Arts Plastic Technology, Intermediate and Secondary Level Students.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—Jun 84

Note—88p.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog Number 1A-7-I).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Behavioral Objectives, Careers, Course Content, Course Descriptions, *Curriculum Development, Curriculum Guides, Educational Resources, *Industrial Arts, *Industry, Learning Activities, *Plastics, Resource Materials, Secondary Education, *Technology, Vocational Education

This curriculum guide is an aid to administrators and instructors of industrial arts and vocational-technical school programs for the development of meaningful curriculum in plastics. The materials are intended for use at four levels: level I, exploring plastic technology; level II, basic plastic technology; and levels III and IV, applied plastic technology. Introductory materials include a plastic technology teaching strategem, objectives of an industrial arts education program and of plastic education, listings of the behavioral objectives for the four levels, and a brief discussion of safety. The curriculum consists of nine units: plastic industry in perspective, synthetic material technology, product design, finishing and decorating of plastics, plastic converters, plastic fabrication, quantity production processes, manpower and the plastics industry, and the plastics industry in perspective, revisited. Each unit is presented in a column format in which topics (curriculum content) are correlated with level, teacher activities, and student activities. A plastics bibliography follows. Appendices include annotated listings of films, slide and cassette materials, filmstrips, and videocassettes; a plastics periodical list; an encyclopedia of associations; lists of general equipment, plastics equipment, and plastics tools; a listing of vendors of plastics supplies and equipment; plastics instructional materials and resources; a chart of career patterns; and a competency profile. (YLB)

ED 247 390 CE 039 400

Harrison, Lin Griggs. Marsha

The Role of Vocational Education in Productivity

(Phase II. Final Report.)

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Missouri State Dept. of Education,

Jefferson City, Research Coordinating Unit.

Pub Date—21 Dec 83

Note—86p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, College Programs, Community Colleges, Economic Development, Educational Attitudes, *Educational Demand, Educational Needs, Education Work Relationship, Feasibility Studies, Instructional Materials, Learning Modules, *Management Development, Needs Assessment, Pilot Projects, Postsecondary Education, *Productivity, Questionnaires, Relevance (Education), *School Business Relationship, School Effectiveness, *School Role, Surveys, *Vocational Education

Identifiers—Missouri

To determine the role of vocational education in enhancing private sector productivity in the Sedalia, Missouri area, the feasibility of a program to assist business and industry in productivity awareness, assessment, and improvement was evaluated. Based on data from six area business and industry representatives who agreed to complete a survey instrument, the following five major areas of interest and need were identified: knowledge of productivity awareness by management and employees, guidelines to initiate a productivity improvement program, employee acceptance, understanding of basic business concepts, and productivity measurement. To meet these needs, program planners at State Fair Community College developed a pilot program to address productivity awareness as well as planning and analysis of productivity improvement. (Appended to this report are a project brochure, a productivity planning profile, a list of survey participants, a productivity flow chart, step-by-step procedures for implementing a productivity management system, a system overview, a learning module on productivity improvement programs, a productivity and quality-of-work-life awareness inventory, and a learning module on planning and analysis.) (MN)

ED 247 391 CE 039 402

Litecky, Charles R. Lamkin, Tim

Data Processing (Advanced Business Program-
ming) Volume II. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date—May 84

Note—805p. For related documents, see ED 220

074 and ED 220 604. Printed on colored paper.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF05/PC33 Plus Postage.

Descriptors—Behavioral Objectives, *Business, Computers, *Computer Science, *Computer Software, Course Descriptions, Curriculum Guides, *Data Processing, Data Processing Occupations, Learning Activities, Lesson Plans, Office Occupations Education, Postsecondary Education, *Programming, *Programming Languages, Teaching Guides, Transparencies

This curriculum guide for an advanced course in data processing is for use as a companion publication to a textbook or textbooks; references to appropriate textbooks are given in most units. Student completion of assignments in Volume I, available separately (see ED 220 604), is a prerequisite. Topics covered in the 18 units are introduction, documentation and design tools, systems analysis and design, program design, nested and other IF statements, control breaks, multiple-level control breaks, additional COBOL elements, sequential files, sorting for sequential files I and II, business data processing in BASIC, Report Program Generator (RPG) programming (RPG II business application programs and RPG II tables and arrays), data entry and edit programs, and general business reports. Each unit may contain some or all of the following: unit and specific objectives, suggested instructor and student activities, a list of required instructional materials, notes to the instructor, information sheets in outline form, handouts, transparency masters, assignment sheets, answers to assignment sheets, job sheets, unit examination, and answers to the examination. Three types of activities are provided: hands-on programming, paper exercises, and reading or lecture. Computers that support COBOL and/or RPG programs are required for student completion of assignment and job sheets. (YLB)

ED 247 392 CE 039 403

Stewart, Bob R. And Others

Introduction to Agricultural Business Unit for

Animal Science Core Curriculum. Instructor's

Guide. Volume 16, Number 2.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Career and Adult Education.

Pub Date—Jun 84

Note—77p.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog Number AG-53-I).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Agriculture, *Agricultural Education, *Animal Husbandry, Behavioral Objectives, *Career Planning, Course Content, Course Descriptions, Goal Orientation, Junior High Schools, Learning Activities, Lesson Plans, Secondary Education, Teaching Guides, Transparencies, Units of Study, *Vocational Education

Developed as an addition to the animal and plant science curricula available in vocational agriculture, this unit consists of seven lessons. It is intended to be taught as a part of the first year of instruction for students of vocational agriculture. Teachers should use community resources to localize the unit. All lessons are organized in a format to aid teachers in planning their lessons. Introductory material for the teacher lists objectives and competencies to be developed, recommends motivational techniques and interest approaches, lists references and materials, and suggests evaluation methods. A competency profile for student evaluation is then provided. The lessons cover an introduction to agribusiness, the role of agribusiness in the community, the role of the employee in an agribusiness, success and failure on the job, agribusiness procedures, and setting personal goals. Each lesson may contain some or all of these components: lesson objective; study questions; a list of required materials; teaching procedures, including lesson content and answers to evaluation; evaluation (test); handouts; transparency masters; and assignment sheets. (YLB)

ED 247 393 CE 039 404

Stewart, Bob R. And Others

Agricultural Business Sales and Marketing. In-

structor's Guide. Volume 16, Number 1.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education; Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Div. of Career and Adult Education.

Report No.—AG-51-I; AGDEX-830

Pub Date—Jun 84

Note—616p.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. AG-51-I).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—*Advertising, *Agriculture, Agricultural Education, Business Administration, *Business Communication, Business Correspondence, Classroom Techniques, Communication Skills, Competence, Competency Based Education, Computer Oriented Programs, Course Content, Educational Resources, Evaluation Methods, High Schools, Human Relations, Individual Development, Instructional Materials, Learning Modules, *Marketing, Merchandising, Microcomputers, Recordkeeping, *Salesmanship, Self Actualization, State Curriculum Guides, Student Evaluation, Teaching Methods, Units of Study, *Verbal Communication, Vocational Education

Identifiers—Missouri

This curriculum guide, intended for junior and senior students of vocational agriculture, contains nine units designed to develop competencies needed in agribusiness. Each unit contains 3 to 11 lessons on topics that include the nature of agribusiness, human relations in agribusiness, verbal and written communication, selling and salesmanship, advertising, business procedures and records, personal growth and management, and microcomputers in agribusiness. For each unit, objectives, competencies to be developed, motivational techniques or interest approaches, references and materials, and evaluation techniques are suggested. Lessons consist of study questions, teaching procedures, discussion questions with answers, suggested activities, evaluation tests with answers, and hand-

outs. A competency profile is provided for convenient recordkeeping. (KC)

ED 247 394

CE 039 405

Hansen, Joan

Comprehensive Guide for Exploratory Home Economics Programs. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Report No.—HE-54-I

Pub Date—May 84

Note—408p.; Printed with faint type on colored paper.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. HE-54-I, \$16.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Classroom Techniques, *Clothing Instruction, Consumer Economics, *Consumer Education, Course Content, Educational Resources, Elementary Secondary Education, *Foods Instruction, *Home Economics, Home Economics Skills, Homemaking Skills, Home Management, *Individual Development, Instructional Materials, Learning Activities, Learning Modules, Middle Schools, Nutrition Instruction, *Parenthood Education, Sewing Instruction, Student Evaluation, Teaching Methods, Textiles Instruction, Units of Study

This teacher's guide for exploratory home economics on the middle school level emphasizes a hands-on, fun-filled, active approach to a variety of topics in home economics. It is organized in five units covering the following topics: personal management, resource management, parenting and babysitting education, clothing management, and food and nutrition. Each unit contains a unit objective, specific objectives, suggested activities for both teacher and students, and instructional materials (such as information sheets, transparency masters, assignment sheets, answers to assignment sheets, job sheets, tests, and answers to the tests). Resources, such as lists of filmstrips, also are included. Suggestions to the teacher for using the guide and conducting the course are also provided. (KC)

ED 247 395

CE 039 407

Thornon, Carl L.

The Four Dimensions of Course Evaluation Data: Analysis Leads to More Effective Management Decisions.

Pub Date—May 84

Note—22p.; Summary of a presentation at the National Convention of the American Society for Training and Development (Dallas, TX, May 1984).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Course Evaluation, Data Processing, *Decision Making, *Evaluation Methods, *Evaluation Utilization, Job Training, *Labor Force Development, Staff Development, Summative Evaluation

Course evaluation data can be a meaningful resource to improve the human resource development (HRD) practitioner's decision making. Recommended properties of an effective evaluation form are separation of the overall evaluation from the evaluation of specific aspects; a one-to-nine rating scale; strong, explicit verbal anchors on the rating scale; sufficient items to reflect all aspects; and a printed form. Several case studies have been conducted to compare courses and highlight the kinds of analysis that can be made once a good form and an adequate database have been established. A factor analysis of data from over 600 respondents across 24 courses reveals four dimensions being measured by the course evaluation questionnaire. As a result of the factor analysis, the number of specific items has been shortened from 18 to 10: presentation, relevance to job, coverage of subject, quality of materials, value for meeting objectives, instructor's expertise/enthusiasm, level of difficulty, classroom facilities, participant quality, and implementability of ideas. Recommendations to HRD professionals to change their approach to course evaluation data are (1) evaluation form redesign, (2) database development, and (3) use of a computer program to do the number crunching, calculate the average and median, sort data, and convert numbers to graphics. (YLB)

ED 247 396 CE 039 413

Heimericks, Belinda K. Bess
Basic Paraprofessional Training. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—84

Note—\$76p; Printed on colored paper.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF06/PC36 Plus Postage.

Descriptors—Adult Education, Allied Health Occupations, *Allied Health Occupations Education, *Allied Health Personnel, Behavioral Objectives, Course Descriptions, *Developmental Disabilities, Learning Activities, Lesson Plans, Medical Assistants, *Mental Retardation, *Nurses Aides, *Paraprofessional Personnel, Postsecondary Education, Psychiatric Aides, Teaching Guides, Tests

Identifiers—*Habilitation

Intended for use in training developmental trainees working in mental retardation/developmental disabilities (MR/DD) facilities, this course is designed to teach skills in implementing habilitation plans. Introductory materials include the course's organizational structure (objectives, educational program), special notes to the instructor on curriculum implementation, a list of sources of audiovisual resources, a bibliography, basic paraprofessional training instructional analysis, and a master list of unit lesson plans. Topics covered in the units are roles and responsibilities, interpersonal relationships, health care, growth and development, understanding MR/DD, and the habilitation process. Within each unit are 4 to 34 lessons. Each lesson may contain some or all of the following: scope of the unit; lesson objectives; a list of supplementary teaching/learning items; informational assignment (student); a listing of references (instructor's additional information); introduction to the lesson; lesson outline; handouts; interaction (review) items; classroom, laboratory, shop, or other activities; and answers to evaluation items. Other contents include the pretest and posttest key, form for student evaluation of the basic paraprofessional course and its instructor(s), and a competency profile. (YLB)

ED 247 397 CE 039 417

Pickles, Myra S.
Public/Private Partnerships in the D.C. Schools.

Final Report.

Educational Testing Service, Washington, DC. Div. of Education Policy Research and Services.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—NIE-G-83-0024

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business, *Career Education, Case Studies, Comparative Analysis, *Cooperative Planning, *Cooperative Programs, Coordination, *Educational Cooperation, Educational Finance, Educational Objectives, *Financial Support, High Schools, Industry, *School Business Relationship

Identifiers—*District of Columbia, Private Sector, Public Sector

A study examined public and private educational partnerships in the Washington, District of Columbia area. To gather data for the project, researchers conducted five case studies that focused on business investment in newly developed career programs in five District of Columbia high schools. During the study, researchers compared the reasons of each of the five sponsors for participating in educational partnerships. Each of the sponsors involved indicated that social responsibility goals were important in their decision to participate in such a partnership; however, other motives for participation that were more closely tied to the individual businesses were also apparent. Included among these were public relations, investment in human capital, and perpetuation of support for the capitalist system. Despite the similarities, the collaborative arrangements examined differed widely according to program objectives and how those involved viewed their roles. In the cases of the five programs examined, corporate involvement varied from attendance at quarterly

meetings to weekly contact with program personnel. Although the researchers did not find any one model that appeared appropriate for all partnerships, even within the school system, they nevertheless felt that private sector interests can be compatible with the broader educational goals and objectives of school systems. (MN)

ED 247 398 CE 039 418

Stennett, R. G.

Vocational and Technical Education: Current Trends and Future Prospects. Research Report 84-03.

London Board of Education (Ontario). Educational Research Services.

Pub Date—84

Note—6p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Apprenticeships, Continuing Education, Educational Needs, Educational Planning, Educational Research, *Employment Projections, *Entrepreneurship, Foreign Countries, Futures (of Society), *Job Skills, Job Training, *Labor Needs, Literature Reviews, Retraining, Secondary Education, Small Businesses, Technical Education, *Technological Advancement, *Vocational Education

Identifiers—*Ontario

Material relating to technical and vocational education in Ontario and Canada is either difficult to locate or simply not available. A short series of generalizations can be supported by the limited number of papers available and by American studies located by a relatively cursory search of the ERIC database. The absence of adequate, current databases, the increasingly rapid changes in economic conditions and technology, and the changing character of the work force make the task of producing reasonable, accurate projections of labor demand extremely difficult. The rapid growth and use of high technology is likely to reduce the skill requirements of many jobs and thus reduce the demand for many skilled occupations. The changing nature of work will place a higher premium on an education that emphasizes various thinking and interpersonal skills than specific skill training. Apprenticeships and employer-provided training programs continue to be very limited in Canada. Continuing education systems are essential to allow individuals to train, retrain, and upgrade throughout their entire working lives. In planning vocational and technical education, special attention should be given to the needs of small businesses that employ about half of the work force and to the provision of entrepreneurship education. (YLB)

ED 247 399 CE 039 421

Turner, Colin M.

Leadership Match: The Theories of Fred Fiedler.

Coombe Lodge Working Paper. Information

Bank Number 1453.

Further Education Staff Coll., Blagdon (England).

Pub Date—79

Note—14p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, *Group Dynamics, Individual Characteristics, Interaction Process Analysis, Interpersonal Relationship, *Leadership, *Leadership Qualities, *Leadership Styles, Power Structure, Questionnaires, Self Evaluation (Individuals), Supervision, Supervisory Methods

Identifiers—*Fiedler (Fred), Leadership Match

Theory, *Situational Control, Task Orientation

This working paper examines the theories of Fred Fiedler concerning the effectiveness of different leadership styles in different situations. Discussed first are the distinctions that Fiedler makes between what he terms relationship-motivated leaders and task-motivated leaders. The next section comprises an explanation of Fiedler's view of situation control as a function of three separate factors: leader-member relations, task structure, and position power. Formulas are provided for comparing situational control and for relating leadership style to situational control. To facilitate the use of these formulas, the special challenges presented by high-, medium-, and low-control situations are discussed along with the special cases in which an individual assumes the role of a new leader and in which a job moves from one type of control situation to another. Steps for making a job fit a leader are outlined. Appended to the paper are scales for leader-member relations, task structure, position power, and situational control. (MN)

ED 247 400 CE 039 424

Johnson, Kenneth A.

Designing and Implementing an Ergonomics Inventory to Improve Management of Human Factors Programs.

Pub Date—[84]

Note—11p.

Pub Type—Information Analyses (070) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, *Employer Employee Relationship, Evaluation Utilization, *Human Factors Engineering, *Job Performance, Questionnaires, *Self Evaluation (Individuals), Test Construction, *Test Use, Work Attitudes, *Work Environment

Identifiers—Ergonomics Inventories

Self-report ergonomic inventories can provide valuable information to employers and can serve as a means of intervention to improve employee attributes. Based on the science of ergonomics (a science that studies the natural laws of work in order to maximize human efficiency in job performance), such an inventory focuses on the interaction of the individual with the workplace. Thus, an effective ergonomics inventory must comprise questions concerning employees' personal characteristics as well as the tasks, tools, and work space of their jobs. (This paper consists of a 51-item sample ergonomics self-report inventory, a discussion of the pros and cons of administering self-report inventories, an analysis of factors affecting job performance, and a brief description of the procedures for designing such an inventory.) (MN)

ED 247 401 CE 039 428

A Study of Articulation in Missouri Vocational Technical Programs. Final Report.

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date—30 Jun 84

Note—70p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, Adult Vocational Education, *Articulation (Education), *Educational Cooperation, Educational Planning, Educational Research, Inservice Teacher Education, Institutional Cooperation, Models, Postsecondary Education, Secondary Education, State Surveys, Teacher Attitudes, *Vocational Education

Identifiers—*Missouri

Potential for articulating students between Missouri institutions offering vocational-technical education at the secondary, postsecondary, and adult levels was investigated. To determine the attitudes of administrators and instructors toward articulation, a survey was mailed to four- and two-year institutions, Area Vo-Tech Schools, and comprehensive high schools. Results indicated that articulation is prevalent, the sequencing of curriculum and communication are perceived as important factors in the articulation process, and administrators are receptive to the concept and practice of articulation. Institutional commitment was found to encompass administrative support, instructor/counselor time, and curriculum development. Essential items in the written cooperative agreement were agreement on curriculum, a method of recordkeeping, awarding of advanced standing or credit, type of inservice education, and time period of agreement. A model for articulation is then presented that would have the greatest potential in Missouri. Its five strategies are described: (1) establish articulation of vocational programs as a high institutional priority, (2) establish a joint advisory committee to facilitate coordination, (3) obtain state support for participation in articulation, (4) provide inservice training, and (5) institute formal articulation agreements. Appendixes, amounting to over one-half of the report, include the survey instrument and sample articulation materials. (YLB)

ED 247 402 CE 039 429

Henson, Linda Sanders, Myrna

Phase I Feasibility Study to Gather Information for Implementing Telecommunications into Office Technology Curriculum. Final Report.

Jefferson Coll., Hillsboro, Mo.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date—19 Dec 83

Note—34p; For Phase II, see CE 039 430.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Curriculum Development, *Entry Workers, Feasibility Studies, *Information Processing, *Job Skills, *Office Occupations Education, *Telecommunications, Two Year Colleges, Word Processing
Identifiers—Missouri

The purpose of phase I of a feasibility study was to provide information to serve as guidelines for implementation of telecommunications into the office technology curriculum at Jefferson College. Extensive research of available literature and interviews with users and vendors of telecommunications equipment provided the background necessary for developing a survey instrument to collect telecommunications data from 43 St. Louis, Missouri businesses currently using telecommunications as a part of their routine business operations. Data from 23 of the businesses indicated that word/information processing personnel need preparation for entry-level positions in telecommunications concepts, special vocabulary, and experience with telecommunications equipment. A conclusion of the study was that a real need exists to incorporate telecommunications into the curriculum of the word/information processing program at Jefferson College. Further study was recommended to determine the most economical, practical methods for infusion of this technology into the curriculum. (Attachments include a description of procedures, a bibliography, survey findings, a partial glossary of telecommunications terms, and the instrument.) (YLB)

ED 247 403 CE 039 430

Henson, Linda Sanders, Myrna
Phase II Feasibility Study to Gather Information for Implementing Telecommunications into Office Technology Curriculum. Final Report.
Jefferson Coll., Hillsboro, Mo.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date—30 Jun 84

Note—24p; For Phase I, see CE 039 429.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, Feasibility Studies, *Information Networks, *Information Processing, Inservice Teacher Education, *Office Occupations Education, *Telecommunications, Two Year Colleges, Word Processing

Identifiers—*Electronic Mail

Phase II of a feasibility study to gather information for implementing telecommunications into the office systems and technologies curriculum at Jefferson College began in January 1984. The objectives were to provide the instructional staff with the technical information needed to teach telecommunications and to explore the possibility of establishing a telecommunications network for community colleges in the Midwest. The business community served as the resource for information on telecommunications technology. Researchers visited companies involved in telecommunications and talked with telecommunications personnel from other companies to gather the general information. Several companies provided equipment demonstrations and copies of manuals. Discussion with MCI representatives and use of MCI Mail on a daily basis showed that the procedure for implementing a college telecommunications network could be accomplished at a relatively low cost for each participating school. (Attachments include a description of procedures, delivery and rates of telecommunications services, and a bibliography.) (YLB)

ED 247 404 CE 039 431

Peck, Greg
Computer Aided Drafting Curriculum for Vocational Drafting. A Competency Based Unit of Instruction. Final Report.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date—18 Apr 84

Note—55p.
Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Competency Based Education, *Computer Oriented Programs, *Drafting, Instructional Materials, Learning Activities, Postsecondary Education, Technical Education, Units of Study

Identifiers—CADAPPLE (Computer Program), *Computer Assisted Drafting

This document contains (1) the final report of a project to develop a computer-aided drafting (CAD) curriculum and (2) a competency-based unit of instruction for use with the CADAPPLE system. The final report states the problem and project objective, presents conclusions and recommendations, and includes survey instruments. The unit is designed for second-year vocational drafting students with a solid background in mechanical drafting. Computer experience is helpful but not required. Introductory materials include a list of required hardware, software, and materials; student competencies; student objectives; and lesson procedure. Five sections cover terminology, input, create, modify, and levels. The first page of each section provides this information: lists of readings and worksheets, statement of the problem, and steps of procedure. Each section also provides handouts and worksheets. Other contents include instructions for (1) doing a detail drawing as a final project for the unit, (2) getting CADAPPLE "up," (3) preparing CADAPPLE for "A" or "B" size drawing, (4) saving one's work, (5) loading a drawing, and (6) plotting the drawing. (YLB)

ED 247 405 CE 039 432

LeVan, Jan Arndt, Maridene
The Integration of an Information Processing Center into a Modern Office/Word Processing Technology Course. Final Report.
Platte County Area Vocational Technical School, Platte City, MO.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date—30 Jun 84

Note—47p; For a related document, see CE 039 433.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, *Guidelines, *Information Centers, Information Processing, Job Skills, Job Training, Occupational Information, Office Occupations Education, Personnel Needs, Secondary Education, *Word Processing, *Work Experience

A report and related materials are provided from an activity to set up an operating information processing center that would do the work initiated by personnel in the district and to incorporate the center into the Modern Office/Word Processing Technology course. The report details objectives, population and sample, and conclusions and recommendations. The document includes a glossary, general information on the information processing center, job descriptions for the five positions used in the information processing center (supervisor, senior word processing specialist, project specialist, proofreader, office clerk/receptionist), a list of the equipment available in the center, guidelines for receiving work in the center, information center turn-around times, guidelines for dealing with stress and human relations in the center, an example of class materials on stress, job rotation schedules, standardized formats for the center and samples, diatette and document coding procedures and exhibits, information on productivity measurement, and a proofreader's checklist. (YLB)

ED 247 406 CE 039 433

LeVan, Jan
Competency-Based Instruction for the Modern Office/Word Processing Technology Course. Final Report.

Platte County Area Vocational Technical School, Platte City, MO.

Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date—30 Jun 84

Note—81p; For a related document, see CE 039 432.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavioral Objectives, *Clerical Workers, *Competency Based Education, Curriculum, *Curriculum Development, Job Skills, *Office Occupations Education, Postsecondary Education, Program Development, Receptionists, Secondary Education, Secretaries, Typewriting, *Word Processing

This report describes and provides materials developed by a project to set up competency-based instruction for designated competency levels in the Modern Office/Word Processing Technology Course in an area vocational school. Following an

abstract and a report that details conclusions and recommendations, materials developed by the project are presented. A composite is provided of the four levels achievable during one year by the student, along with the basic competencies for each level. Materials are divided into these four levels: Office Clerk or Clerk/Typist, Receptionist, Proofreader/Secretary, and Word Processor/Corresponding Secretary. For each level are provided a one-page listing of the competencies, a listing of the behavioral objectives, and the curriculum content. Comments and suggestions for implementing the competencies are included as well as instructional materials and samples of tests. Class schedule lists that were used conclude the document. (YLB)

ED 247 407 CE 039 436

Stewart, Bob R. Mullinix, Mark K.
Fruit and Vegetable Production Unit for Plant Science Core Curriculum. Instructor's Guide. Volume 16, Number 3.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Pub Date—Jun 84

Note—119p.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. AG-117-I).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, Behavioral Objectives, Classroom Techniques, Competence, *Horticulture, Instructional Materials, Learning Activities, Lesson Plans, Marketing, *Plant Growth, Plant Propagation, Secondary Education, State Curriculum Guides, Student Motivation, Teaching Methods, *Vocational Education

Identifiers—*Fruits, Gardening, Missouri, Orchard Management, *Vegetables

This curriculum guide, part of a plant science core curriculum, consists of materials for use in teaching a unit on fruit and vegetable production. Provided in the first part of the guide are a list of objectives, a bibliography, and a competency profile. The remainder of the guide consists of 11 lessons dealing with the following topics: planning and planting a garden and orchard; growing vegetable transplants; growing tomatoes, peppers, and eggplants; raising beans, peas, and sweet corn; cultivating cole crops and cucurbits; growing apples and peaches; raising strawberries, blueberries, raspberries, and blackberries; caring for vineyards; and marketing fruits and vegetables. Included in each lesson are some or all of the following: a lesson objective; study questions; a list of references and handouts; a detailed teaching outline that includes motivation techniques, discussion questions, other suggested activities, a competency statement, an evaluation activity, and answers to the evaluation activity; and transparency masters. (MN)

ED 247 408 CE 039 437

Golen, Steven Titkemeyer, M. Agnes
Assessing Managerial Competencies of Office Systems/Administration Graduates with Implications for Curriculum Development.

Pub Date—[84]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration Education, Business Skills, Competence, Curriculum Development, Educational Needs, Employment Patterns, Employment Qualifications, Futures (of Society), Graduate Surveys, Higher Education, Job Analysis, *Job Performance, *Job Skills, Labor Needs, Office Machines, *Office Management, Office Occupations Education, Outcomes of Education, Questionnaires, *Relevance (Education), School Effectiveness, School Surveys, *Secretaries

Identifiers—Arizona, *Management Skills

A study examined the types of office activities performed by graduates of the office systems and administration program from the College of Business Administration at Arizona State University during the years from 1970 to 1982. To gather data for the study, researchers sent questionnaires to 216 graduates. Based on data from the 118 questionnaires that were returned, it appeared that the six courses that were of most relevance to the gradu-

ates' jobs were courses in English, typewriting, secretarial procedures, records management, office management, and business communications. Data collected on the relative percentages of time spent on planning, organizing, directing and supervising, and controlling activities indicated that most of the respondents—whether they were office managers or secretaries—seemed to assume more and more management responsibility as they progressed in their jobs. It also appeared that the training received by the respondents while in school provided them with the necessary background to function effectively in the managerial role. Based on the large amount of time that respondents spent in planning, organizing, directing, and controlling activities, the researchers recommended that curriculum developers place more emphasis on coursework geared toward the development and refinement of managerial talents. (MN)

ED 247 409 CE 039 438

Misanchuk, Earl R.
The Analysis of Multi-Component Educational and Training Needs Data: The Multivariate Case.

Pub Date—Jan 84

Note—35p; Paper presented at the Annual Meeting of the Association of Educational Communications and Technology (Dallas, TX, January 20-24, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Competence, *Data Analysis, *Educational Needs, Educational Research, Models, *Multivariate Analysis, *Needs Assessment, Relevance (Education), Research Design, *Research Methodology, Student Educational Objectives

The technique of multivariate analysis is particularly suited to educational needs assessment research because it allows for the summarization of data across any number of learners or components of educational need to produce a single numerical index of need for each skill examined. In the needs assessment process, educational or training need is assumed to have three underlying dimensions: competence of the individual at a task or skill, relevance of the task or skill to the individual, and the individual's desire to further his or her learning of the task or skill. The use of multivariate analysis as a means for assessing educational need is superior to previous methods in that these earlier models could accommodate data for only two dimensions. In addition, the multivariate analysis method manifests an increased sensitivity to changes in respondent distribution in the index of educational need. Finally, the model can accommodate different numbers and relative emphases of dimensions according to user-defined models and its method of computation is a relatively simple one. (This paper includes a discussion of the multivariate assessment technique as a model for assessing educational and training need, discussions of bivariate and multivariate cases of analysis, a computational example, a list of references, and six figures and one table illustrating various phases of the model and its standard error weights.) (MN)

ED 247 410 CE 039 440

Klem, Lynn

The Soul of a New System. New Jersey Adult Reading Project. F.Y. '80-F.Y. '84. Final Report. Glassboro State Coll., NJ. Office of Adult Continuing Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Adult Education.

Pub Date—84

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Programs, *Competency Based Education, Educational Needs, Field Tests, Functional Literacy, *Functional Reading, Instructional Development, *Literacy Education, Material Development, Needs Assessment, Program Development, Program Effectiveness, State Programs, Statewide Planning

Identifiers—310 Project, *New Jersey Adult Reading Project

The New Jersey Adult Reading Project was a state project involving more than 300 New Jersey adult educators from 98 adult education programs around the state. The primary objective of the project was to develop a competency-based adult reading management system that would allow pro-

gram completers to achieve the following goals: continue their education, get a job, understand their legal rights and responsibilities, improve their parenting skills, obtain a drivers license, and prepare their income taxes. Based on data from a survey of adult educators in the state and a field-test process that involved the administration of the Adult Interest Assessment Processes to 613 students from throughout the state, project staff developed a program entitled the Competency-Based Adult Reading Management System. Components of the system included a series of adult interest assessment processes, adult competency assessment tests, an adult reading skills array, a computerized prescription-generation program, and a student recordkeeping system. Data from pre- and posttests administered to program participants in the Reading Management Program showed evidence of the achievement of four of the six objectives. (MN)

ED 247 411 CE 039 443

Projects in Progress—FY 1983. A Report for the Coordinating Committee on Research in Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—84

Contract—300-83-0016

Note—73p; For related documents, see ED 174 781, ED 189 362, ED 208 244, ED 223 888, and ED 228 468.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstracts, Agricultural Education, Annotated Bibliographies, *Career Education, Curriculum Development, Curriculum Evaluation, Delivery Systems, Disabilities, Educational Planning, Educational Policy, *Educational Research, *Education Work Relationship, Grants, Information Dissemination, Job Skills, Job Training, Minority Groups, National Programs, On the Job Training, Postsecondary Education, Program Administration, Program Effectiveness, *Research Projects, School Business Relationship, School Effectiveness, Secondary Education, Skill Development, Special Education, State Programs, Technical Education, *Vocational Education, *Vocational Rehabilitation

This sixth annual compilation presents resumes of ongoing projects in career education, vocational education, and education and work. Included in the volume are resumes of projects funded by contracts and grants from the member agencies of the Coordinating Committee on Research in Vocational Education (CCRVE) as well as abstracts of projects administered by the National Center for Education Statistics and the U.S. Department of Labor. The compilation consists of three sections: a set of descriptions of the federal agencies funding the projects described, a collection of 100 project resumes, and 6 indexes. Provided in each project resume are an abstract, descriptors and identifiers from the "Thesaurus of ERIC Descriptors," and information concerning the project's director, telephone number, organization type, geographic location, sponsoring agency, contract number, funding period, and fiscal year funding. The six indexes are organized according to subject, project director, organization, sponsoring agency, geographic location, and contract or grant number. (MN)

ED 247 412 CE 039 444

Basic Electricity/Electronics (Industrial Arts).

Vocational Education Curriculum Guide. Bulletin 1724.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—[84]

Note—305p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Techniques, Computers, Electrical Occupations, *Electric Circuits, *Electricity, *Electronic Equipment, *Electronics, Equipment Utilization, Guidelines, *Industrial Arts, Instructional Materials, Job Skills, Learning Activities, Lesson Plans, Magnets, Mathematics Skills, Measurement Equipment, Measurement Techniques, Program Implementation, Resources, Robotics, Safety, Secondary Education, Semiconductor Devices, State Curriculum Guides, Teaching Methods, Trade and Industrial Education

Identifiers—Louisiana

This curriculum guide is designed to assist industrial arts teachers, counselors, and administrators in improving instruction in the areas of electricity and basic electronics. Included in the first part of the guide are a course flow chart, a course description, a discussion of target grade levels and prerequisites, course goals and objectives, an introduction, and a course outline. The next major section is a unit teaching guide consisting of units on the following topics: safety, mathematics skills, the nature of electricity, meters and measuring, residential electricity, direct-current circuits, magnetism, test equipment, alternating-current circuits, semiconductors, electronic devices, circuit fabrication, computers, robotics, industrial electricity and electronics, and careers. Appended to the guide are sample tests, a tool list, information on fire extinguishers, safety recordkeeping forms, a math review, formulas and conversions, worksheets on Ohm's Law and the Power Law, a tool identification sheet, instructions on house wiring and reading meters, sample lab exercises, and information sheets on robotics and the effects of current on the body. (MN)

ED 247 413 CE 039 445

Power/Energy (Industrial Arts). Vocational Education Curriculum Guide. Bulletin 1723.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—[84]

Note—174p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Alternative Energy Sources, Behavioral Objectives, Classroom Techniques, *Electricity, *Energy, Energy Occupations, *Fuels, Guidelines, Heat, *Industrial Arts, Instructional Materials, Job Skills, Learning Activities, Lesson Plans, *Power Technology, Program Implementation, Quantum Mechanics, Radiation, Resources, Safety, Secondary Education, Solar Energy, State Curriculum Guides, Teaching Methods, Trade and Industrial Education, Wind Energy

Identifiers—Louisiana

This curriculum guide is designed to assist industrial arts practitioners in improving instruction in the areas of energy and power technology. Included in the first part of the guide are a course flow chart, a course description, a discussion of target grade levels and prerequisites, course goals and objectives, an introduction, and a course outline. The next major section is a unit teaching guide consisting of units on the following topics: an introduction to power and energy; mechanical advantages; wind, water, solar, geothermal, electrical, fossil-fuel, nuclear, chemical, bioconversion, and wood energy; and electrical, mechanical, and fluid power. Appended to the guide are lists of abbreviations, definitions, and formulas; shop safety rules; a pulley-data table; exercises; puzzles; a directory of suppliers; sample test questions; a list of resource materials; and sample project and experiment sheets. (MN)

ED 247 414 CE 039 446

Kotlik, Joe W. Camp, Susan

A Vocational Agriculture Teacher's Guide to Planning Summer Programs. Bulletin 1728.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date—29 Jun 84

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, Educational Research, Planning, Program Development, State Surveys, *Summer Programs, Summer Schools, *Supervised Farm Practice, *Teacher Responsibility, *Time Management, Vocational Education, *Vocational Education Teachers

Identifiers—Louisiana

The purpose of a study was to determine what Louisiana vocational agriculture teachers were doing during their summer months of employment and then provide this information to individual teachers as an aid in planning the summer program. In early May 1983 a sample of 110 teachers completed an initial survey instrument on which they indicated what they thought they should be doing in their summer programs. Every two weeks during the summer the teachers completed a form that recorded what they had done. Results indicated that vocational agriculture teachers expect, and are expected, to do more than just to teach and to super-

vised supervised occupational experience programs (SOEP) during their summer employment. Approximately 20 teachers indicated that all 38 listed activities were important and should be performed by all teachers during the summer. Teachers also indicated that 16.4 percent of time should be spent on SOEP alone. Recommendations were that teachers should allocate a major portion of their summer to student contact, time spent on non-student contact activities should be kept to a minimum, time should be spent with all students, and teachers should develop a daily plan for the summer. (A sample summer program planning guide is provided.) (YLB)

ED 247 415 CE 039 449

Wimer, Malja
Developing Adult Education Programs for Probation and Parole.

Education Service Center Region 6, Huntsville, Tex.

Spons Agency—Texas Education Agency, Austin.
Div. of Adult and Community Education Programs.

Pub Date—June 83

Note—39p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, Agency Cooperation, Cooperative Planning, Coordination, *Correctional Rehabilitation, Curriculum Development, Definitions, Educational Assessment, Educational Objectives, Guidelines, Models, Parole Officers, Postsecondary Education, *Probationary Period, Probation Officers, Program Evaluation, Program Implementation, *Referral, Rehabilitation Counseling, *Rehabilitation Programs, Secondary Education, Staff Development, Statewide Planning

Identifiers—Parole, *Texas

This handbook, consisting of a program development model that is based on three programs for ex-offenders that were implemented in Texas in fiscal year 1983, is designed to assist adult educators in implementing adult education programs for persons on parole or probation. Discussed first are the purpose of the handbook, the individual sites of the three pilot projects, the main objectives of the guide, and pertinent terms. Guidelines are set forth for coordinating program activities with the Board of Pardons and Paroles. Examined in the next few chapters are various aspects of the model, including referral, identification, assessment, counseling, curriculum planning, and staff training. Concluding the guide are maps of parole regions in Texas and adult education cooperatives in the state as well as lists of contact persons in adult education programs in the state and on the Texas Board of Pardons and Paroles. (MN)

ED 247 416 CE 039 463

Jutovich, Joyce Miller

Assessment of the Impact of the Bureau of Vocational Education's Program for Disadvantaged Populations in Pennsylvania. October 1, 1983 - June 30, 1984. Final Report.

Northwest Inst. of Research, Erie, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—30 Jun 84

Contract—83-4007

Note—122p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Education, Disabilities, *Disadvantaged, Educational Finance, Educational Needs, *Educational Objectives, Educational Planning, Evaluation Methods, Inservice Teacher Education, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Evaluation, Program Implementation, *Program Improvement, Secondary Education, *State Programs, Statewide Planning, *Vocational Education

Identifiers—*Pennsylvania

This project assessed the impact of the Bureau of Vocational Education's Program for Disadvantaged Populations in Pennsylvania during the period 1979-1982. Data gathered from each funded project via a mailed questionnaire were both quantitatively and qualitatively analyzed. In addition, on-site visits to 10 projects produced additional qualitative data and provided greater insight into vocational education for the disadvantaged. The research showed that the program had strength, integrity, and a high-quality, motivated staff; that it served a variety

of needs within the target population, although the major focus was on improving academic skills and skill training; and that adequate records were maintained to document service delivery. However, the program's greatest difficulty was in regard to program objectives and procedures. The researchers concluded that this problem lies not in the individual programs and their specific objectives and procedures, but rather with the vagueness of the state goals and subgoals. Recommendations for improvement included development of specific measurable objectives for education of disadvantaged populations in the state, implementation of an evaluation system, more contact between the Bureau of Vocational Education and funded programs, improvement of the image of vocational education, earlier introduction of career education, and improvement of education for teachers of the disadvantaged. (Appendix, amounting to almost half of the document, include the research instrument, interview schedule, data tables, scaling procedure, and list of site visits.) (KC)

ED 247 417 CE 039 466

Marshall, John L. Kirkland, Sandy

Construction of Job Related Physical Capacities

Project (VIEW Interface). From July 1, 1982 to

June 30, 1983. Final Report.

Florida State Dept. of Education, Tallahassee. Center for Career Development Services.

Pub Date—30 Jun 83

Note—43p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accessibility (for Disabled),

*Adaptive Behavior (of Disabled), Adults, *Career Choice, Career Education, Career Guidance, Career Planning, Databases, *Disabilities, *Employment Qualifications, Equal Opportunities (Jobs), Exceptional Persons, Information Dissemination, Information Services, Information Sources, Information Systems, Job Skills, Microfiche, Mobility Aids, Normalization (Handicapped), *Occupational Information, Rehabilitation, Sensory Aids

Identifiers—*Florida

The Center for Career Development Services in Tallahassee, Florida, recently updated and revised its Job Related Physical Capacities Project (JRPEC). The project provides career information as well as specialized information about how disabled persons can expect their handicaps to influence their occupational choices and how the handicap can be accommodated and/or overcome in the actual job situation. During the latest phase of the project, the Center revised all previous work from the original JRPEC project, updated information so that it would be compatible with existing career information systems, enhanced the original Aids and Accommodations Manual, and prepared the materials for pilot testing. Suggestions from many persons who had used the original project served as guidelines for improving the formats used. The occupations were presented in an easily understood manner, as were the handicapped aids for the Aids and Accommodations Manual. All coding systems/references were made to be used with Florida VIEW (Vital Information for Education and Work) as well as Florida CHOICES (both are computerized career information systems). The 102 occupations with their physical demand information on microfiche and the Aids and Accommodations Manual in printed form will be used by the field test sites as well as other interested organizations. From this pilot test, all suggestions for improvement will be considered for further growth and enhancement of the Job Related Physical Capacities Project. (Author/KC)

ED 247 418 CE 039 467

Andreyka, Robert E.

Field Testing Competency-Based Vocational Education Student Learning Guides Developed at

Ridge Vocational-Technical Center. From August 1, 1981 to June 30, 1982. Final Report.

University of South Florida, Tampa. Coll. of Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—30 Jun 82

Note—166p. For a related document, see ED 210 422. Parts of the appendices contain small, light type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Competency Based Education, Evaluation Methods, *Field Tests, Formative

Evaluation, *Instructional Materials, Learning Resources Centers, Material Development, *Models, Postsecondary Education, Secondary Education, *Study Guides, Technical Education, *Vocational Education, Vocational Schools

Identifiers—*Florida, Ridge Vocational Technical Center FL

This project's main objective was to field test competency-based vocational education (CBVE) student learning guides developed during 1979-1981 at Ridge Vocational-Technical Center (RVTC) (Florida). The learning guides were for six programs: clerical occupations, cosmetology, heavy duty truck/bus mechanics, industrial electricity, masonry, and welding. Three different models for field testing were considered: preservice (cosmetology), decentralized (welding), and on-site field testing. Another objective of the project was to recommend one of these models for field testing that could be used in testing other RVTC programs and other CBVE materials. Twenty field test sites, including secondary schools, community colleges, and vocational-technical centers, were selected in each of the five vocational education regions, and instructors were identified and trained. The participating instructors reviewed all the program guides during the project year and field tested 20-40 percent of the guides with their students. As a result of the field testing and a comparison of the three models, the on-site field-test model was recommended for field testing other RVTC programs. The phases of this model include a two-day orientation workshop, two field-test site visits, and a two-day exit workshop. Appendices include evaluation forms, a sample student learning guide, lists of participants, workshop agenda and evaluation, participant comments, and task listings for the six field-tested programs. (KC)

ED 247 419 CE 039 468

Martin, Les

Public Domain Microcomputer Software for Forestry.

Spons Agency—Oregon State Dept. of Education, Salem. Div. of Vocational Education.

Pub Date—Apr 84

Note—24p. Developed at North Bend High School, Oregon, for the Oregon Alliance for Program Improvement.

Pub Type—Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Botany, *Citations (References), *Computer Assisted Instruction, Computer Oriented Programs, *Computer Software, Educational Games, *Educational Resources, *Forestry, Forestry Aides, Forestry Occupations, Information Centers, Information Dissemination, *Lumber Industry, Microcomputers, Research Methodology, Secondary Education, Trees, Two Year Colleges

A project was conducted to develop a computer forestry/forest products bibliography applicable to high school and community college vocational/technical programs. The project director contacted curriculum clearinghouses, computer companies, and high school and community college instructors in order to obtain listings of public domain programs for the bibliography. More than 50 public domain computer programs were located. Also located and included were proprietary programs that were not an original intent of the project. The catalog has been disseminated nationwide to more than 50 persons, middle schools, high schools, and colleges. This document contains the catalog and a brief final report of the project. The catalog includes computer programs in the following areas: educational games, forest protection (fire, insects, disease), logging, mensuration, recreation, surveying, tree and shrub identification, and valuation. Names and addresses of developers and donors are included. Each program listed includes title, description, by whom it was donated, and the computer for which it was written. Some of the programs are available on Apple II disks; others must be obtained from the sources listed. (KC)

ED 247 420 CE 039 472

Nagy, Mark C. Gregory, Lynn W.

Assessment of the First Year Impact. Pennsylvania's Customized Job Training Program, 1982-83. Final Report.

Nagy (Mark C.) Associates, Rosemont, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—27 Feb 84

Contract—83-4008

Note—187p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, *Entry Workers,

*Improvement Programs, *Inplant Programs, Job

Skills, *Job Training, On the Job Training, Post-

secondary Education, *Program Effectiveness,

Program Evaluation, Refresher Courses, Retraining,

School Districts, Skill Obsolescence, Staff

Development, State Programs

Identifiers—Customized Job Training Program,

*Impact, Pennsylvania

This report contains findings from a study to examine the impact of Pennsylvania's Customized Job Training (CJT) program upon clients (trainees), business/industry, local education agencies (LEAs), and local communities and the commonwealth. Chapter 1 details study purposes, design, and procedures. Chapter 2 presents a summary description of the 1982-83 CJT program that is derived primarily from information obtained from questionnaires completed by LEA contact persons. Twenty-three tables relate to descriptive data concerning the training project and the company; five tables illustrate the perceptions of the LEA contacts concerning project impact. Chapter 3 provides summary data from a trainee questionnaire. (Four tables are given.) Chapter 4 presents descriptions of 58 projects that provide three kinds of training—entry-level, upgrade with entry-level replacement, and upgrade for new technology—or a combination of training approaches. The final chapter is a review of the impact of Pennsylvania's CJT programs, based on the analysis in chapters 2 through 4. Four sections contain conclusions based on findings concerning impact on clients, business/industry, LEAs, and local communities and the commonwealth; a fifth briefly describes 18 projects selected as exemplary. Nine recommendations are made. Appendixes contain questionnaires and a listing of LEA contact persons. (YLB)

ED 247 421

CE 039 473

Parks, Beverly Summers, Gerry

Internship, A Cooperative Effort. Vocational Education and Arkansas Industry.

Petit Jean Vocational Technical School, Morrilton, AR.

Spons Agency—Arkansas State Dept. of Education,

Little Rock. Div. of Vocational, Technical and

Adult Education.

Pub Date—Jul 84

Note—83p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cooperative Education, Instructor

Coordinators, *Internship Programs, Postsecondary

Education, Program Development, Program

Evaluation, *Program Implementation, *Student

Placement, *Vocational Education, *Vocational

Schools

Intended to assist staff members at vocational-technical schools in developing an internship program, this guide includes explanations of the Internship Project at Petit Jean Vocational Technical School (Arkansas) and sample forms. Prefaced materials include a time line for implementation of internship, and diagrams of an integrated vocational-technical program and the internship cycle. Following an introduction are a list of objectives for an internship program and definitions of terms. A plan for implementation of the internship program is suggested. These implementation procedures are discussed: coordinator responsibilities, initial planning, policy decision making, coordination of classwork with on-the-job training, advisory committee appointment, survey of visits to businesses, approval and adoption of an internship station, student placement, preparation of employment folders, and visits to interns. Descriptions follow of student, school, and industry responsibilities. Some recommendations for program evaluation are then made. Suggestions from project staff for other planning program implementation cover such topics as participants, grades, problems, attendance, and setting up the program. Appendixes, amounting to approximately one-half of the report, include grant information and the project's final report, "Cooperative Vocational Education for Postsecondary Vocational Technical Schools," which provides project purpose, procedures, and sample materials. (YLB)

ED 247 422

CE 039 476

Sumner, Jack A.

Interactive Ideas.

Pub Date—30 Aug 84

Note—19p.; Paper presented at the Iowa Valley

Community College Telenetwork Seminar (Mar-

shalltown, IA, August 30, 1984).

Pub Type—Speeches/Meeting Papers (150) -

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Continuing Education,

*Group Dynamics, *Grouping (Instructional

Purposes), Group Structure, Interaction, Post-

secondary Education, *Teleconferencing, *Tele-

phone Communications Systems, *Telephone

Instruction, Two Year Colleges

A key to the group dynamics process in teleconferencing is interaction and the use of interactive technologies. The user of teleconferencing for instruction has to accept several underlying assumptions: lecture is not necessarily sound instruction, especially for adults; teleconferencing is easy; and teleconferences require planning. Benefits are personalization of content and feedback on lesson progress. To prepare for group processes, an instructor must use techniques that provide an "instructional set." Using bridges or configurations on the telenetwork, the speaker can interact with groups in various patterns. The instructor can choose to have one group or any number of groups with any number of participants. Smaller groups generate greater interest and participation. Planning group membership is important; a matrix or a tally sheet is useful for doing this. The instructor and program facilitator should remember when using small groups on the telenetwork that small groups may not be the best way for some topics and that some groups and the whole program should be considered when selecting techniques. (YLB)

ED 247 423

CE 039 477

Ray, Douglas And Others

Values, Life-long Education and an Aging Canadian

Population.

Report No.—ISBN-0-919581-11-0

Pub Date—83

Note—237p.; Selected papers from a seminar held

at the University of Western Ontario (London,

Ontario, October 1981).

Available from—Third Eye Publications, Inc., Box

4640, Station C, London, Ontario, Canada N5W

5L7 (\$10.50).

Pub Type—Collected Works - Proceedings (021) -

Opinion Papers (120) - Reports - Descriptive

(141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Education, Adult Vocational

Education, *Aging (Individuals), *Economic

Change, *Educational Policy, Employment Pat-

terns, Federal Government, Foreign Countries,

Government Role, Individual Development,

*Lifelong Learning, Literacy, *Population

Trends, Social Change, *Values

Identifiers—*Canada

This compilation's 11 chapters provide selected and revised papers from an interdisciplinary seminar to examine lifelong education with regard to an aging and changing population and changes in value emphases. Chapter 1 introduces the topic by addressing aging populations, lifelong education, economic decisions and planning, social implications, and values. Chapters 2, 3, and 4 discuss the three facts or "knows": (1) the Canadian population is aging, (2) different (ethnic) groups will experience relative growth or decline within the population, and (3) prosperity in Canada is affected by global conditions and new technology will undermine some jobs and create new ones. The next six papers examine several social choices that must be constantly reaffirmed to learn their implications for lifelong education. One addresses present knowledge of literacy, needed studies, and educational consequences. Another reviews some values of Canadian adults related to technical and vocational education. Two papers explore the personal fulfillment role. A fifth paper assesses the global political imperatives that currently confront values and continuing education programs for social awareness and political participation. Chapter 10 identifies some value issues of lifelong education. The final chapter offers conclusions and recommends three changes in educational institutions to meet needs of an aging population. A bibliography concludes the document. (YLB)

ED 247 424

CE 039 478

Darkenwald, Gordon G. Valentine, Thomas

P.L.A.C.E.S. Parents Learning to Assist Children

in the Elementary School: A Workshop for

Parents. Technical Report.

Rutgers, The State Univ., New Brunswick, N.J.

Center for Adult Development.

Spons Agency—New Jersey State Dept. of Educa-

tion, Trenton.

Pub Date—84

Note—30p.; For the related handbook, see CE 039

479.

Available from—Center for Adult Development,

Rutgers University, 10 Seminary Place, New

Brunswick, NJ 08903 (\$3.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Adult Education, *Educationally

Disadvantaged, *Elementary School Students,

Parent Attitudes, *Parent Education, Parent Ma-

terials, Parent Participation, Parent Role, *Parent

School Relationship, *Parent Student Relation-

ship, Parent Teacher Cooperation, *Parent Work-

shops, Participant Satisfaction, Program

Effectiveness, School Attitudes, School Involvement,

Student School Relationship

This report describes a self-contained, problem-centered workshop designed to help parents, especially undereducated parents, learn how to facilitate the elementary school success of their children. The workshop is predicated on the belief that parents themselves are able to identify the educational needs and help to solve the school-related problems of their children. Consequently, the 17 activities that comprise the workshop are dialogic, rather than didactic, in nature. The complete workshop is designed to be offered in four two-hour sessions by a facilitator (teacher) who has received no special training beyond a thorough understanding of the handbook offered with the workshop materials. This technical report describes the development and evaluation of the workshop. Section 1 provides information about content and format and describes how decisions relating to those issues were made. Section 2 describes the field test and formal evaluation of the completed workshop. The first appendix depicts the table of contents from the workshop handbook, and thereby defines the content of the course. The following appendixes contain the subjects' unedited reactions (overwhelmingly positive) to the workshop. (KC)

ED 247 425

CE 039 479

Valentine, Thomas

P.L.A.C.E.S. Parents Learning to Assist Children

in the Elementary School: A Workshop for

Parents. Handbook.

Rutgers, The State Univ., New Brunswick, N.J.

Center for Adult Development.

Spons Agency—New Jersey State Dept. of Educa-

tion, Trenton.

Pub Date—84

Note—72p.; For the related technical report, see

CE 039 478.

Available from—Center for Adult Development,

Rutgers University, 10 Seminary Place, New

Brunswick, NJ 08903 (6.00).

Pub Type—Guides - Classroom - Learner (051) -

Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Adult Education, *Educationally

Disadvantaged, *Elementary School Students,

Instructional Materials, Leaders Guides, Learning

Activities, Parent Attitudes, *Parent Education,

Parent Materials, Parent Participation, Parent

Role, *Parent School Relationship, *Parent Student

Relationship, Parent Teacher Cooperation,

*Parent Workshops, Program Implementation,

School Attitudes, School Involvement, Student

School Relationship

This handbook contains everything needed to prepare instructional materials for conducting a PLACES (Parents Learning to Assist Children in the Elementary School) workshop. The handbook contains three sections. The Participant Manual (composed of all left-facing pages) consists of materials needed for the four sessions (17 activities) of the workshop. The sessions focus on four topics: introduction to school success, working with your child at home, working with the teacher, and working with the school. Materials include questionnaires, learning activities, values clarification quizzes, case studies, and problem solving. The teacher/facilitator's guide (all right-facing pages) includes brief introductory notes to the adult education director and to the facilitator, as well as specific suggestions/directions for conducting each activity

of the workshop. Finally, the appendix, entitled "How to Conduct a PLACES Workshop," provides step-by-step instructions for conducting the workshop. (KC)

ED 247 426 CE 039 480

Larson, Gordon A. And Others

Toward a Rationale and Technical Specifications for an Adult High School Equivalency Exam. Research Monograph Number 5.

Rutgers, The State Univ., New Brunswick, N.J. Center for Adult Development.

Spons Agency—New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date—81

Grant—5030-220-042081-50-0G0-501

Note—142p.

Available from—Center for Adult Development, Rutgers University, 10 Seminary Place, New Brunswick, NJ 08903 (\$12.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Students, Community Attitudes, Educational Attitudes, Educational Needs, Employer Attitudes, Group Testing, *High School Equivalency Programs, Minimum Competency Testing, *Program Effectiveness, *State Programs, Student Attitudes, Teacher Attitudes, Test Bias, *Test Construction, Test Format, *Testing, *Testing Problems, Test Items, Test Length, Test Reliability, Test Use, Test Validity Identifiers—*New Jersey

Adult educators in the state of New Jersey have expressed concern about the adequacy of the 1978 General Educational Development (GED) test. Based on these concerns research was conducted in the use and applicability of the current GED test. The project investigated whether the existing GED test was meeting the needs of the large majority of GED candidates, whether it was validly assessing the types of skills and knowledge that were most important to various consumers of GED test results, and whether there was a market for an alternative test that would be based on a different rationale. Discussion and information gathering within the educational community and in the business community revealed that the GED does not serve all purposes and that an alternative test would be acceptable if it were sanctioned by the state of New Jersey. In addition, researchers compiled a list of specifications for an alternative test. As outlined in this report, the technical specifications cover general design factors and four subtests: reading proficiency, mathematics, writing, and applied problem solving. For each of the subtests, the report addresses common problems, problems with the GED test in that field, basic design characteristics for a valid test of adult proficiency, and other technical specifications. A bibliography concludes the report. Appendixes include: interview guides for GED students, employers, principals, and teachers; the ABE/GED staff survey questionnaire; vocational-technical and higher education admissions policies survey questionnaires; subtest samples; and the primary trait scoring guide. (KC)

ED 247 427 CE 039 487

Just, David A. Wircenski, Jerry L.

The Relationship Between Female Delinquent Behavior and Work Values, Occupational Aspirations and Labor Market Experience. Final Report. Vocational-Technical Education Research Report Volume 22, Number 2.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 84

Note—170p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adolescents, Career Education, *Delinquency, Educational Research, *Employment Level, *Females, Least Squares Statistics, *Occupational Aspiration, Regression (Statistics), Secondary Education, *Suspension, Vocational Education

Identifiers—*Work Values

A study of female delinquent behavior used as data responses from approximately 4,000 15- to 17-year old civilian noninstitutionalized youth who participated in the 1980 New Youth Survey of the National Longitudinal Surveys of Labor Market Experience. Three criterion variables were used: work

values, occupational aspirations, and labor force status. Variables included delinquency, gender, ethnic origin, age, suspension from school, and current residence. Three methods of data analysis were applied: (1) logistic regression to analyze work values, employment status, and expected ability to achieve aspiration; (2) least squares regression to determine the relationship between the variables and the criterion variable "occupational aspirations"; and (3) cross-tabulation to illustrate the relationship between the delinquency index and employment status. Females exhibited higher occupational aspirations but experienced consistently lower rates of employment than males. Females suspended from school had significantly lower rates of employment and less confidence in achieving occupational aspiration. Delinquency suggested either no relationship with the criterion variables or a rather unusual inverse relationship. Current residence was not related to occupational aspirations or work values. Age was not related to occupational aspirations or expected ability to achieve aspiration. (Two tables are appended: a summary of variables and Duncan Socioeconomic Conversion.) (YLB)

ED 247 428 CE 039 491

A Policy and Plan for Education for Employment.

Recommendations of the State Superintendent to the Illinois State Board of Education.

Illinois State Board of Education, Springfield.

Pub Date—Jul 84

Note—22p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Career Education, *Delivery Systems, *Educational Needs, *Educational Planning, *Educational Policy, *Education Work Relationship, Employment Services, Facility Requirements, Financial Needs, *Job Training, Needs Assessment, Postsecondary Education, Program Development, Program Effectiveness, Program Implementation, Relevance (Education), School Districts, School Effectiveness, Secondary Education, Staff Development, State Action, State Boards of Education, State Programs, Vocational Education

Identifiers—*Illinois

During the 1982-1983 school year, the Illinois State Board of Education conducted an intensive study of the state's education-for-employment program. The study assessed the role of the state and local school districts in meeting the needs of their vocational, employment and training, career, and adult education programs. The board's study concluded that, in general, while the Illinois education-for-employment programs have served the state well for over 60 years, recent changes in society and in the nature of the work force have significantly affected several segments of education and have had special impact on education-for-employment programs. In the course of the study, five major problems were identified. Included among these were the fact that programs are too often driven by student interest rather than by labor market conditions, equipment used in such programs is often outdated, the teaching staff of job-training programs is frequently in need of retraining, and a single educational entity is often unable to provide the necessary array of programs. The study concludes by recommending state leadership, local and regional initiatives and action to create a comprehensive education-for-employment program in Illinois, development of a new State Board of Education policy statement on education for employment, and development of a plan for the delivery of employment programs and services. (MN)

ED 247 429 CE 039 493

Targeted Jobs Tax Credit. Hearing before the Subcommittee on Economic Growth, Employment, and Revenue Sharing of the Committee on Finance, United States Senate, Ninety-Eighth Congress, Second Session, S.2185.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Pub Date—2 Mar 84

Note—273p.; Document contains small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Employment Opportunities, Employment Patterns, Employment Problems, *Employment Programs, *Federal Legislation, *Finance Reform, Hearings, Labor Market, Labor Needs,

Needs Assessment, Position Papers, *Public Policy, *Tax Credits, Taxes, *Unemployment Identifiers—Congress 98th, *Targeted Jobs Tax Credit

Testimony is presented from a hearing held to consider a bill (S. 2185) to extend the Targeted Jobs Tax Credit for an additional year. (Originally passed in 1978, the Targeted Jobs Tax Credit focuses tax incentives for employment on specific target groups found to experience high unemployment rates.) Included in the hearings is testimony provided by representatives of the following agencies and organizations: the Department of Economic Research, the J. L. Hudson Company, the National Association of Convenience Stores, the National Center for Research and Vocational Education at Ohio State University, the Ameriserv Corporation, the Youth Employment Company, the Department of Economic Research of the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), Merrill's Restaurant, Inc., the Committee for Employment Opportunities, the McDonald Corporation, the National Steel Corporation, the Employers National Job Service Committee, the Foodservice and Lodging Institute, the Rehabilitation, Research, and Training Center at Virginia Commonwealth University, the Association of General Merchandise Chains, Habitative Systems, Inc., K&S Associates Inc., the National Alliance of Business, the Maryland Department of Employment and Training, the American Council of the Blind, and the National Association of the Deaf. In addition to containing the text of testimony given by these representatives, the hearings also contain copies of various prepared statements provided by the witnesses. (MN)

ED 247 430 CE 039 495

Harlan, Sharon Hackett, Edward J.

Federal Job Training Programs and Employment Outcomes: Effects by Sex and Race of Participants. Working Paper No. 129.

Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—84

Grant—SES-8023042

Note—61p.

Available from—Wellesley College Center for Research on Women, Wellesley, MA 02181 (\$4.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Comparative Analysis, Delivery Systems, Disadvantaged, Education Work Relationship, Employment Level, Employment Patterns, *Federal Programs, Females, Job Placement, *Job Training, On the Job Training, *Outcomes of Education, Race, *Racial Discrimination, Salary Wage Differentials, Sex, *Sex Discrimination, Work Experience Programs Identifiers—*Comprehensive Employment and Training Act, Continuous Longitudinal Manpower Survey

A study examined the effects of participation in three types of federal job programs—classroom training, on-the-job training, and work experience—on the postparticipation employment records of black and white men and women. Using data from the Continuous Longitudinal Manpower Survey, researchers examined the employment records of 3,420 black and white individuals who had been enrolled in a Comprehensive Employment and Training Act (CETA) program for eight days or more. After making allowances for various sources of statistical error, the researchers determined that program assignment variables did have a significant effect on participants' post-program participation employment rates. For white men and women and for black women, participation in classroom training significantly reduced the odds of being employed on the day after participation in a CETA program. In contrast, on-the-job training significantly increased the odds of employment when compared to participation in work experience programs. Compared to classroom training, the odds of employment after participation in on-the-job CETA programs were 4 times greater for white women, 3 times greater for white men, 2.4 times greater for black women, and 1.7 times greater for black men. For black men and white women, education is a second highly significant variable affecting the odds of employment the day after graduation from a CETA program. After analyzing the pros and cons of policies focusing on increasing the numbers of blacks and women in

on-the-job training programs, the researchers recommended the adoption of such policies. (Seven tables and a list of references are appended to this report.) (MN)

ED 247 431

CE 039 499

Bahar, Ismail F. S.

The Role of National Adult Education Centre in Curriculum Development in Somalia in Selected Government Primary Adult Schools of Mogadishu. African Studies in Curriculum Development and Evaluation, No. 109.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—Sep 83

Note—56p; Post Graduate Diploma Thesis, University of Nairobi. Parts of this document may not reproduce well due to light type.

Pub Type—Dissertations/Theses—Undetermined (040)—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Adult Educators, *Curriculum Development, Curriculum Evaluation, Foreign Countries, *Institutional Role, Questionnaires, Teacher Attitudes, *Teacher Participation, Teacher Responsibility, *Teacher Role Identifiers—*National Adult Education Centre (Somalia), Somalia

A study of curriculum development in Somalia focused on the role of the National Adult Education Centre (NAEC) and involvement of teachers and inspectors. The sample consisted of 80 Mogadishu primary adult school teachers. Information sources were related literature, teacher questionnaires, and unstructured interviews with school inspectors, school administrators, and NAEC administrators. The literature review focused on the historical background and present conditions of the curriculum development center, the role of NAEC in curriculum development and evaluation, and the role of primary adult school teachers in curriculum development. The majority of respondents (43 teachers) felt curriculum developers, teachers, and community representatives should be involved in curriculum development; 60 teachers had not participated in curriculum development. Regarding teacher contact with NAEC, 55 teachers indicated no connection, 20 had a loose connection, while 5 indicated a good connection at all stages of curriculum development. The great majority (71) felt involvement rates could be improved by upgrading teacher performance. Teachers also indicated that qualification in subject matter was the most important criterion for teacher involvement in curriculum development and teachers were the sole implementers of the curriculum. (The questionnaire, in both English and Somali, is appended.) (YLB)

ED 247 432

CE 039 501

Use of Educational Computers. Illinois Vocational Home Economics Curriculum Development Project.

Illinois Univ., Champaign.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—15 Jun 84

Note—50p; For related documents, see CE 039 502 and CE 039 507.

Pub Type—Guides—Non-Classroom (055)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Check Lists, Classroom Techniques, *Computer Assisted Instruction, *Computer Software, Consumer Education, Daily Living Skills, Definitions, *Educational Resources, Evaluation Methods, *Home Economics, Nutrition Instruction, *Occupational Home Economics, Secondary Education, Teaching Methods

Identifiers—Computer Uses in Education

This guide is designed to help home economics teachers in Illinois to become more informed about computers and how they can be used in the classroom. The guide consists of six sections. The first two sections discuss educational uses of computers and factors to consider in selecting a computer for vocational and practical arts education. The third section is an educational software evaluation form that teachers can use to rate proposed software according to instructional purpose, contents, features, documentation, and other considerations. A glossary of computer-related terms comprises the fourth section of the guide, while sources of home economics-related computer software, such as catalogs and

bibliographies, are listed in the fifth section. The final section of the guide lists computer software for home economics. For each title, information is given on distributor, program content, model of computer on which the software can be used, and the price of the program. (KC)

ED 247 433

CE 039 502

Entrepreneurship Transparency Masters and Teacher Materials. Illinois Vocational Home Economics Curriculum Development Project.

Illinois Univ., Champaign.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—84

Note—24p; For related documents, see CE 039 501 and CE 039 507.

Pub Type—Guides—Non-Classroom (055)—Reference Materials—Bibliographies (131)—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Business Administration, Career Education, Careers, Classroom Techniques, Course Content, *Educational Resources, *Entrepreneurship, *Home Economics, Marketing, Occupational Home Economics, *Occupational Information, Planning, Secondary Education, Small Businesses, State Curriculum Guides, *Teaching Methods, Transparencies

Identifiers—*Illinois

This guide was developed to help home economics teachers in Illinois to incorporate entrepreneurship into the existing home economics curriculum. The guide contains the following four sections: transparency masters (which can also be used as handouts); resource materials to order; resource persons and institutions to contact; and an annotated bibliography of materials on entrepreneurship. The resource materials list provides titles, authors, sources, and prices. The guide also contains an outline for a program of acquiring competence in entrepreneurship. (KC)

ED 247 434

CE 039 507

Griggs, Mildred B.

Quality Indicators for Vocational Home Economics Programs in Illinois.

Illinois Univ., Champaign.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—84

Note—21p; For related documents, see CE 039 501-502.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrator Evaluation, Administrator Role, Advisory Committees, Check Lists, Course Evaluation, Curriculum Evaluation, Educational Assessment, Educational Finance, *Evaluation Criteria, Evaluation Methods, *Home Economics, Institutional Evaluation, *Occupational Home Economics, Outcomes of Education, Performance Factors, Personnel Evaluation, Program Effectiveness, *Program Evaluation, Secondary Education, Standards, *State Programs, Summative Evaluation, Teacher Effectiveness, Teacher Evaluation, Teacher Qualifications

Identifiers—*Illinois, Quality Indicators

This document contains an evaluation checklist developed to assess home economic programs in Illinois in order to determine if they are conducive to meeting the needs of students enrolled in the programs. The quality indicators in this booklet were derived from the "Standards for Vocational Home Economics Education" published by the U.S. Department of Education. The indicators are designed to be used to assess the following program components: instructional staff, curriculum, instructional program, program philosophy, advisory council, administrative/supervisory staff, and funding. Each indicator contains evaluative statements that are suggested criteria by which to assess programs. All items are to be rated according to these indicators: "needs improvement," "satisfactory," and "excellent." (KC)

ED 247 435

CE 039 508

Osborne, Ed. Hemp, Paul

Using the Illinois Core Curriculum for Developing Courses of Study in Vocational Agriculture.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Tech-

nical Education.

Pub Date—Jun 84

Note—34p; For related documents, see ED 208 148-153, ED 220 689-690, ED 222 663-664, ED 233 228-231, and CE 039 509-511.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, *Core Curriculum, Course Content, *Curriculum Development, Guidelines, High Schools, *Instructional Development, Rural Education, Urban Education, *Vocational Education

Identifiers—*Illinois

This booklet is designed to serve as a practical guide to assist teachers in using the Illinois Core Curriculum in Agriculture to develop courses of study for local vocational agriculture courses. Provided first is an overview of vocational agriculture programs on the secondary-school level in the state of Illinois. The next section is a guide for using the rural and metropolitan-area Illinois core curriculum planning kits for vocational agriculture courses. Addressed in the individual sections of the guide are basic steps in developing a course of study, initial development of courses of study using the course planning kit, and revision of courses of study. Appendices to the booklet contain a list of the rural and metropolitan core units and problem areas as well as a list of other suggested units and problem areas for rural and metropolitan programs. (MN)

ED 247 436

CE 039 509

Cowan, Roger. And Others

Core IV Materials for Rural Agriculture Programs.

Units A-G.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 84

Note—542p; Printed on colored paper. For related documents, see ED 208 148-153, ED 220 689-690, ED 222 663-664, ED 233 228-231, and CE 039 508-511.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Production, *Agronomy, Animal Husbandry, Behavioral Objectives, Citizenship, Classroom Techniques, Conservation (Environment), Conservation Education, Core Curriculum, Educational Opportunities, Field Crops, Guidelines, High Schools, *Horticulture, Instructional Materials, Job Skills, Job Training, Leadership, Learning Activities, Livestock, Natural Resources, Rural Areas, *Rural Education, Soil Science, State Curriculum Guides, *Supervised Farm Practice, Teaching Methods, *Vocational Education

Identifiers—*Illinois

This curriculum guide, the first part of a core curriculum for a rural agriculture program, consists of materials for use in presenting the first seven units of a nine-unit course for high school vocational agriculture students living in rural areas. Addressed in the individual units of the guide are the following topics: educational and employment opportunities in the field of agriculture, leadership and citizenship, supervised occupational experience, livestock science, crop science, soil science and conservation of natural resources, and horticulture. Each unit contains some or all of the following: suggestions to the teacher, a teacher's guide, a competency inventory, information sheets, student worksheets or assignment sheets and a key, demonstrations, job sheets, transparencies, a discussion guide for the transparencies, and sample test questions along with a teacher's key. (MN)

ED 247 437

CE 039 510

Cowan, Roger. And Others

Core IV Materials for Rural Agriculture Programs.

Units H-L.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 84

Note—536p; Printed on colored paper. For related documents, see ED 208 148-153, ED 220 689-690, ED 222 663-664, ED 233 228-231, and CE 039 508-511.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF02 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Agricultural Education, *Agricultural Engineering, Agricultural Machinery, Agricultural Production, Behavioral Objectives, *Business Administration, Classroom Techniques, Core Curriculum, Electric Motors, *Farm Management, High Schools, Instructional Materials, Insurance, Job Skills, Job Training, Laws, Learning Activities, Microcomputers, Money Management, Recordkeeping, Rural Areas, *Rural Education, State Curriculum Guides, Taxes, Teaching Methods, Tractors, *Vocational Education

Identifiers—Illinois

This curriculum guide, the second part of a core curriculum for a rural agriculture program, consists of materials for use in presenting the final two units in a nine-unit course for high school vocational agriculture students living in rural areas. Addressed in the first unit are the following aspects of agricultural mechanics: selecting and using electric motors, adjusting and maintaining spraying equipment, and maintaining and servicing tractors. The second of the two units, a discussion of agricultural business management, deals with understanding and using basic economic principles of production, managing credit in agriculture, planning an insurance program, using the Illinois Farm Record Book, understanding agricultural taxes, using microcomputers in agricultural business management, understanding basic agricultural law, and planning an agricultural production business. Each of these two units contains some or all of the following: suggestions to the teacher, a teacher's guide, a competency inventory, information sheets, student worksheets or assignment sheets and a key, demonstrations, job sheets, transparencies, a discussion guide for the transparencies, and sample test questions along with a teacher's key. (MN)

ED 247 438

CE 039 511

Hemp, Paul. *And Others*

Core IV Materials for Metropolitan Agriculture/Horticulture Programs.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 84

Note—619p.; Printed on colored paper. For related documents, see ED 208 148-153, ED 220 689-690, ED 222 663-664, ED 233 228-231, and CE 039 508-510.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Engineering, Agricultural Machinery, Agricultural Occupations, Agricultural Production, Agronomy, Animal Husbandry, Behavioral Objectives, *Business Administration, Classroom Techniques, Conservation (Environment), Conservation Education, Core Curriculum, Field Crops, *Floriculture, High Schools, Horticulture, Instructional Materials, Job Skills, Job Training, Landscaping, Leadership, Learning Activities, Natural Resources, *Ornamental Horticulture, Pesticides, Pests, Plant Identification, Plant Propagation, Soil Science, State Curriculum Guides, Supervised Farm Practice, Teaching Methods, Urban Areas, *Urban Education, *Vocational Education

Identifiers—Illinois

This core curriculum guide consists of materials for use in presenting a 13-unit vocational agriculture course geared toward high school students living in metropolitan areas. Addressed in the individual units of the course are the following topics: employment in agricultural occupations, supervised occupational experience, leadership in horticulture and in agriculture, horticulture and agricultural mechanics, plant propagation, plant identification, horticultural-crop management, horticultural-plant pest control, urban animals, soil science and conservation of natural resources, horticultural and agricultural products, landscape design and maintenance, retail floriculture, and horticulture business management. Each unit contains some or all of the following: suggestions to the teacher, a teacher's guide, information sheets, student worksheets and a teacher's key, transparencies, a discussion guide for the transparencies, and sample test questions along with a teacher's key. (MN)

ED 247 439

CE 039 512

Kochan, Thomas A. *And Others*

Worker Participation and American Unions.

Threat or Opportunity?

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-022-8

Pub Date—84

Note—207p.

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (\$12.95—paperback; \$17.95—hardcover, ISBN 0-88099-021-X; quantity discounts available).

Pub Type—Information Analyses (070)—Reports - Research (143)—Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Career Education, Case Studies, *Collective Bargaining, Employee Attitudes, Employee Responsibility, Employer Attitudes, *Employer Employee Relationship, *Labor Relations, *Participative Decision Making, Union Members, *Unions

Identifiers—*Employee Participation, *Quality of Working Life

This book reports results of a study of the effects of quality of worklife programs and related forms of worker participation on unions and the collective bargaining process. Chapter 1 describes the evolution of worker participation in unionized settings and summarizes basic propositions in models of joint union-management change. In chapter 2 five case studies illustrate the dynamics of worker participation processes. Chapter 3 reviews the experiences of two major national unions and their industries—the United Steel Workers and seven major steel companies and the United Automobile Workers and General Motors and Ford Motor Company—with worker participation processes scattered across multiple plants. Each case illustrates the challenges involved in linking workplace participation programs to the broader, more centralized collective bargaining structure and the broader strategies of the union and employers involved. Chapters 4 and 5 analyze through survey and interview data the views that rank and file members and local labor leaders hold toward worker participation. Chapter 6 draws on data from interviews, speeches, other public documents, and selected internal union documents to present the views of key national labor movement leaders on worker participation. Chapter 7 highlights implications for the labor movement and the U.S. industrial relations system. (YLB)

ED 247 440

CE 039 513

Bishop, John, Ed.

Hiring and Training Workers: Executive Summary.

Gallup Organization, Inc., Princeton, N.J.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Grant—NIE-G-83-0005-P-2

Note—41p.; For the full report, see CE 039 514.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Compensation (Remuneration), *Costs, Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Employers, Employment Interviews, *Employment Practices, Employment Qualifications, Job Applicants, Job Application, Job Performance, Job Placement, *Job Training, Labor Market, Personnel Evaluation, Personnel Needs, Personnel Policy, *Personnel Selection, Program Effectiveness, *Recruitment

To determine how employers select and train employees and the implications of this behavior for schools, telephone interviews were conducted with more than 3,500 employers. These employers answered questions on the number of persons who applied for the last position for which they hired prior to August, 1981; the number of applicants interviewed; the hours spent recruiting, screening, and interviewing applicants for the position; and the number of offers made. Some of the findings were that firms that have many job applicants conduct more extensive searches (see more applicants and conduct more interviews) than firms that do not receive many job applications and that their cost of conducting an extensive search is lower. Therefore, these employers tend to rely on extensive search methods rather than intensive search (finding out

more about each applicant). On the whole, larger firms spent more time on each hiring than smaller firms. Additional time spent on searching correlated positively to the amount of cost associated with firing employees who are mistakenly hired. The study also found that employers seldom invest in all of the employee recruitment channels that are available to them, preferring instead to use informal recruitment mechanisms. Some of the reasons for this are that labor markets are not perfect, skills are often specific to certain companies, and it is costly to obtain information about the competence of job applicants. In addition, the study found that employers usually offer front-loaded compensation in order to attract workers if they are not likely to quit later. (KC)

ED 247 441

CE 039 514

Bishop, John, Ed.

Hiring and Training Workers.

Gallup Organization, Inc., Princeton, N.J.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 84

Grant—NIE-G-83-0005-P-2

Note—158p.; For an executive summary, see CE 039 513.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adults, Compensation (Remuneration), *Costs, Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Employers, Employment Interviews, *Employment Practices, Employment Qualifications, Job Applicants, Job Application, Job Performance, Job Placement, *Job Training, Labor Market, Personnel Evaluation, Personnel Needs, Personnel Policy, *Personnel Selection, Program Effectiveness, *Recruitment

This report is one of a series of papers analyzing how employers select and train employees and the implications of their behavior for schools. Data for the study were gathered in telephone interviews with more than 3,500 employees conducted by the Gallup Organization. This report is organized in three chapters. In the first chapter, John Barron and John Bishop examine extensive search and intensive search, and determine which of these methods are used by different types of employers and why. Costs of each method are also discussed. Chapter 2, by John Bishop, explores why employers prefer informal recruitment mechanisms and the implications of this preference. The final chapter, by John Bishop and Suk Kang, asks the question: Why do employers underinvest in on-the-job training? and analyzes the results of this employer policy. This chapter also looks at the relationship between employer decisions about on-the-job training and the effects of these decisions on society as a whole. An extensive executive summary and data tables are included in this report. Appendices include statistical computations, the employer questionnaire, and references. (KC)

ED 247 442

CE 039 515

Miguel, Richard J. Foulk, Robert C.

Youth's Perceptions of Employer Standards. Effects on Employment Outcomes and Employer Evaluations. Executive Summary.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Grant—NIE-G-83-0005-P-1

Note—38p.; For a related document, see CE 039 516.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Education, Employee Attitudes, *Employer Attitudes, Employment, Employment Level, *Employment Practices, *Employment Qualifications, *High School Graduates, *Job Performance, Personnel Selection, Secondary Education, Standards, *Student Attitudes

A study examined the high school graduates' perceptions and employers' reports of hiring and job performance standards and employment outcomes one year after high school. Longitudinal data were collected from 522 students at the beginning and end of the senior school year and 325 of these students (62 percent) one year after graduation. Employers of these graduates were surveyed at followup. During high school youth were consid-

tently accurate in perceptions of items having positive influence on employers' job hiring standards, consistently understood several employers' job performance standards, and underestimated the importance of negative information on hiring and of negative behavior and attitudes on employers' opinions regarding job performance. Students with the best employment outcomes during the followup year were those who thought that employers had tough hiring standards but did not have tough job performance standards at the end of the senior year. Youth who received the highest evaluations of work habits and attitudes and productivity at the end of the followup year thought employers had tough hiring standards. Following this narrative of findings and study conclusions is a discussion of the implications and recommendations of the findings on youth's perceptions and a discussion of the effects of certain variables on youth's perceptions. (YL8)

ED 247 443 CE 039 516

Miguel, Richard J. Foulk, Robert C.
Youth's Perceptions of Employer Standards. Effects on Employment Outcomes and Employer Evaluations.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Grant—NIE-G-83-0005-P-1
Note—265p; For an executive summary, see CE 039 515.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Career Education, Employee Attitudes, *Employer Attitudes, Employment Level, *Employment Practices, *Employment Qualifications, *High School Graduates, *Job Performance, Personnel Selection, Secondary Education, Standards, *Student Attitudes

A study examined high school graduates' perceptions and employers' reports of hiring and job performance standards and employment outcomes one year after high school. The effects of vocational education, college preparatory programs, previous work experience, and self-concept were also investigated. Longitudinal data were collected by questionnaire from 522 students at the beginning and end of the senior school year and from 325 of those students (62 percent) one year after graduation. Their employers were surveyed at followup. The findings revealed that it is not only a matter of youth knowing and valuing what employers expect in their hiring and job performance standards, but also a matter of when they perceive standards as being strict or relaxed. These perceptions affect youth's employment outcomes and successful transition to new jobs. (Part I of this document describes the study focus and design; youth's educational preparation and work experience; employers' hiring and job performance standards; effects of variables on perceptions, outcomes, and employer evaluations; and implications and recommendations. Part II reviews related research and gives technical information on the study methods, data analysis, and results. Questionnaires and references are appended.) (YL8)

ED 247 444 CE 039 523

A Working Woman's Guide to Her Job Rights.
Leaflet 55. [Revised].
Women's Bureau (DOL), Washington, D.C.

Pub Date—Jan 84
Note—61p; Revision of ED 176 138.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Affirmative Action, Age Discrimination, *Civil Rights Legislation, Due Process, Educational Discrimination, Employed Parents, Employed Women, *Employment Practices, Employment Problems, *Equal Opportunities (Jobs), Equal Protection, Federal Legislation, *Females, Laws, Occupational Safety and Health, Personnel Policy, Pregnancy, Promotion (Occupational), *Retirement Benefits, *Sex Discrimination, Sex Fairness, Sexual Harassment
Identifiers—Social Security

This guide presents general information about Federal legislation that affects women's rights when they are seeking a job, while on the job, and when they retire. The guide is organized in four parts. The first part offers suggestions on how women can as-

sert their job rights, while the second section provides information on getting a job, including ways in which employment services, training programs, and education institutions may not discriminate. Federal protection for jobseekers and information about laws against discrimination based on sex, race, color, religion, and national origin are included in this section. In the third section, prohibition of discrimination on the job is discussed. Some of the topics covered are minimum wages; overtime pay; equal pay; pay equity; promotions, training, and working conditions; maternity leave/pregnancy discrimination; sexual harassment; garnishment; unemployment insurance; compensation for injuries; occupational safety and health; termination; union participation; employee access to personnel files; and child and dependent care tax credits. The final section discusses legislation affecting women after retirement, including Social Security, pensions, and private retirement plans. Appendixes to the document list Federal and state agencies concerned with antidiscrimination and provide sample complaint forms. (KC)

ED 247 445 CE 039 525

Reskin, Barbara F., Ed.
Sex Segregation in the Workplace. Trends, Explanations, Remedies.

National Academy of Sciences - National Research Council, Washington, DC. Committee on Women's Employment and Related Social Issues.
Spons Agency—Carnegie Corp. of New York, N.Y.; Employment and Training Administration (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

Report No.—ISBN-0-309-03445-0
Pub Date—84
Contract—300-81-0282

Note—319p; Revised versions of papers presented at a workshop sponsored by the U.S. Department of Education, the Employment and Training Administration (DOL), and the Carnegie Corporation, May 1982.

Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC, 20418.

Pub Type—Collected Works - General (020) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Career Choice, Career Education, *Employed Women, *Employment Practices, *Equal Opportunities (Jobs), *Females, Organizational Climate, *Personnel Integration, Salary Wage Differentials, *Sex Discrimination, Sex Fairness, Workshops
Identifiers—*Occupational Segregation, *Sex Segregation

This volume includes revised presentations and commentaries from a workshop to review evidence for various theoretical explanations for occupational segregation and to report empirical research to enlarge understanding of the topic. An introduction summarizes contents. In part I five chapters on the extent of and trends in segregation document a decline in the segregation index, report an examination of sex segregation within organizations, address change in occupational sex composition experienced with job change and movement by race among occupations with different sex compositions, comment on contradictions among these papers, and project occupational segregation for the 1980s. Eight chapters in part II attempt to describe segregation by considering economic approaches to sex segregation, proposing a general theory to explain occupational segregation and wage differentials, criticizing this theory, reviewing the human capital explanation attributing segregation to women's preferences, reviewing literature linking sex typing in socialization to occupational choice, responding to that review, examining institutional barriers to sex integration, and commenting on that examination. The three papers in part III on the effectiveness of interventions to reduce segregation review literature to examine impacts, evaluate occupational segregation in Comprehensive Employment and Training Act programs, and comment on the previous paper. Concluding remarks integrate several recurring themes. (YL8)

ED 247 446 CE 039 528

Hirschlein, Beulah M., Ed. Brown, William J., Ed.
Families and Work. Proceedings Series of the Family Study Center Conference (Stillwater, Oklahoma, March 19-20, 1982). Volume 5.

Oklahoma State Univ., Stillwater. Family Study Center.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—Mar 82
Note—150p; Conference also sponsored by the Oklahoma Division of the American Association of University Women and the Oklahoma Humanities Committee.

Available from—Family Study Center, Oklahoma State University, 114 Home Economics West, Stillwater, OK 74078 (\$7.50).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Career Education, *Dual Career Family, *Employed Parents, *Employed Women, *Employment Practices, Family Life, *Family Role, Females, Fringe Benefits, Job Sharing, Males, Mild Disabilities, Policy Formation, Public Policy, Quality of Life, *Role Conflict, Role Models, Sex Role

These proceedings explore issues pertaining to the combination of work and family roles from the perspectives of the family, business, government, labor, and the non-profit community. The six keynote addresses include an historical overview of families and work followed by unique perspectives representing labor, corporations, government, and the family. Specific topics are union negotiations to deal with conflicting demands of work and family life; corporate accommodations to family needs; influencing policy decisions relating to families and work; trends in women's employment, demography, and family composition; and the changing role of the homemaker. The nine concurrent sessions reflect a rich diversity of viewpoints concerning families and work. Emphases include stresses in the family, sex roles and work, an historical perspective of families under stress, coping skills, distribution of household work, ethnic and minority differences, work policy, corporate policies and benefits, and public policy. Six reports on original research relate to methods of assessing conflict between family life and employment, role multiplicity of female academics, the impact of work on the mildly handicapped and their families, comparison of mothers' and daughters' sex-role attitudes, work roles and quality of family life among professionals and managers, and job sharing to manage family and employment roles. (YL8)

ED 247 447 CE 039 537

Flehr, Virginia
A Description of Vocabulary in Beginning and Advanced Typewriting Classes.

Pub Date—82
Note—73p; Master's thesis, Cardinal Stritch College.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classification, Content Analysis, *Office Occupations Education, Secondary Education, *Textbooks, *Typewriting, *Vocabulary, *Word Frequency

A study examined and classified the typing vocabulary present in six contemporary texts used in secondary school typing classes. During this examination, the researcher classified words pertaining to the following instructional areas: learning the keyboard letters and numbers, learning machine parts, developing typing speed, and improving typing accuracy. Each of the words found was then looked up in Roget's "Thesaurus" to determine its appropriate classification number(s). This classification effort indicated that typing vocabulary is a very specialized vocabulary. In all, two-thirds of this vocabulary involves concepts pertaining to space and to intellect (categories including intellectual faculties and communication of ideas). One-third of the vocabulary changes in its semantic meaning from intellect vocabulary to abstract relations vocabulary (categories including quantity, order, and number). (Appended to this thesis are a summary of classes in the classification scheme of Roget's "Thesaurus," learning-to-type vocabulary grouped by general class and specific categories, specific-typing-skills vocabulary grouped by class and specific categories, general-typing-task vocabulary and prepositions used in typing classes grouped by general class and specific categories, and a master word list for beginning and advanced typing classes.) (MN)

ED 247 448

CE 039 543

Waltz, Freddie C. And Others

Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors and Administrators in Selected Florida Schools. Phase III. From July 1, 1983 to August 31, 1984. Final Report. Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Aug 84

Note—49p; For related documents, see ED 218 471, ED 230 767, and CE 039 544-545.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, *Enrollment Influences, Postsecondary Education, Questionnaires, *School Choice, State Surveys, *Student Attitudes, *Student Educational Objectives, *Student Motivation, *Vocational Education Identifiers—Florida

A study examined factors that influenced students who were currently enrolled in a vocational training program to enroll and to continue to stay enrolled in the program. To gather data for the study, researchers administered a project-developed questionnaire to 389 of the 14,254 students enrolled in postsecondary vocational programs throughout Florida. Based on the 318 survey instruments that were returned, it appeared that the strongest influence on students' decision to enter vocational training was the need for the training offered by the school to get the job they wanted. Students' desire to qualify for a specific type of job or their personal goal to provide a better standard of living for themselves or their families were stronger motivational factors upon their initial enrollment than the reputation of the school, reputation of the program, instructor's performance in the classroom, placement record of the program, schedule flexibility, financial aid available, or any other major factor considered. Data also indicated that the students continued their enrollment in vocational training programs for the same reasons they entered. (Appendixes to this report include survey-related correspondence, the survey instrument, and edited and summarized responses to the open-ended survey questions.) (MN)

ED 247 449

CE 039 544

Waltz, Freddie C. And Others

A Guide to Retaining Postsecondary Students in Vocational Training Programs. From July 1, 1983 to August 31, 1984. Final Report. Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Aug 84

Note—25p; For related documents, see ED 218 471, ED 230 767, and CE 039 543-545.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Advising, Administrator Role, Attitude Change, *Change Strategies, Compensatory Education, Counselor Role, Day Care, Educationally Disadvantaged, *Educational Needs, Guidelines, Models, Motivation Techniques, Postsecondary Education, *School Holding Power, Services, Student Attitudes, Student Financial Aid, *Student Motivation, Study Habits, Teacher Role, Transportation, *Vocational Education

This manual is designed to aid administrators and other school personnel in assisting postsecondary students in overcoming some of the barriers that prevent them from completing vocational education programs. The manual, which consists of strategies for overcoming enrollment barriers that were identified in a 1982 survey of Florida students, teachers, counselors, and administrators, begins with a discussion of procedures for use in recognizing individual enrollment barriers, developing strategies for combating them, formulating appropriate administrator strategies, and administering appropriate counselor and teacher actions. Set forth in the remainder of the guide are strategies for addressing the following barriers to the enrollment of postsecondary students in vocational training programs: need for student financial aid, conflict between school and work, inadequate transportation, need for guidance, failure to attend class regularly, the perception that courses are not of a desirable quality, failure on the part of students to accept responsibilities associated with the program, lack of student

motivation, inadequate secondary education, the acceptance of jobs by students prior to program completion, easy frustration on the part of students accompanied by a fear that they will not do well, the temporary postponement by students of their plans to attend school, and the need for child care. A list of references concludes the manual. (MN)

ED 247 450

CE 039 545

Waltz, Freddie C. And Others

A Recruitment Package for Postsecondary Vocational Education. Final From August 1, 1983 to August 31, 1984. Final Report.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—Aug 84

Note—145p; For related documents, see ED 218 471, ED 230 767, and CE 039 543-544.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Advertising, Career Counseling, Commercial Art, Counselor Role, Guidelines, Instructional Materials, *Marketing, Mass Media, *Postsecondary Education, Program Development, Program Implementation, *Publicity, *Public Relations, Resource Materials, *Student Recruitment, Two Year Colleges, *Vocational Education, Writing (Composition)

Identifiers—Advertisements

This recruitment package consists of materials designed to assist those individuals who are responsible for recruiting students into postsecondary vocational education programs. The package, which may be used either as a guide to establishing and implementing a new promotional policy or as a resource to use when planning a specific promotional effort, contains seven instructional units and a how-to-guide. Addressed in the individual instructional units are the following topics: the nature and rationale of recruitment, marketing, recruitment activities, the role of career information and counseling in recruitment, evaluation, future directions, and a final recruitment product. The how-to-guide deals with such aspects of planning and implementing a recruitment program as conducting a needs assessment, preparing marketing materials, writing advertising copy, deciding which media to use, using effective graphics and some tricks of successful promotional campaigns, planning a career awareness program, developing a public-relations proposal outline, and formulating a recruitment calendar. Concluding the package are examples of effective artwork and copy that have been used in recruitment efforts in different areas throughout the country. Appendixes to the volume include sample newspaper articles, sample radio spots, a discussion of advertiser and advertising agency and media relationships, and a description of the Florida CHOICES career-exploration program. (MN)

ED 247 451

CE 039 548

Markowicz, Arlene, Ed. And Others

Marketing the Job Training Partnership Act.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—84

Grant—99-4-454-98-327-02

Note—82p.

Available from—National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 (\$12.50).

Journal Cit—NAB Clearinghouse Quarterly; v1 n2 Sum 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Advertising, Attitude Change, *Demonstration Programs, *Disadvantaged, Employer Attitudes, *Employment Programs, *Federal Legislation, Federal Programs, Job Training, *Marketing, Postsecondary Education, Program Development, Program Effectiveness, Program Implementation, Public Relations, Young Adults

Identifiers—*Job Training Partnership Act 1982, *Private Industry Councils

This quarterly contains 11 bulletins that profile marketing campaigns for the Job Training Partnership Act (JTPA) that have been implemented successfully in local programs throughout the United

States. For each program, the description provides information on the operator, funding, results, time span, background, marketing/public relations materials produced, progress, problems, hints for success, products, and a contact person with address and telephone number. The programs described used a variety of approaches to reach employers in their local areas and alert them to the benefits of the JTPA, along with efforts to increase employer participation in job training and placement programs. The quarterly also contains an overview that explains the basis for marketing the JTPA, an annotated bibliography and selected reviews, and background materials (a technical report on employment-generating activities under the JTPA and "WorkAmerica" reprints). (KC)

ED 247 452

CE 039 549

Balfe, Kevin

Planning for Worker Re-Adjustment: A Technical Assistance Guide for States.

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Sep 83

Note—81p.

Available from—National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 (\$10.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Community Resources, *Dislocated Workers, Employer Attitudes, Employers, Employment Problems, *Employment Programs, Employment Services, *Federal Legislation, Federal Programs, Federal State Relationship, *Job Layoff, Job Placement, Labor Market, Program Development, State Government, *State Programs, *Statewide Planning, Unemployment Identifiers—*Job Training Partnership Act 1982

This guide summarizes key principles drawn from successful programs for helping unemployed workers find new jobs and presents a systematic approach to help states plan and manage their worker readjustment efforts. The guide contains two major sections. The first section is an overview and summary that includes background on the dislocation problem, describes characteristics of dislocated workers, outlines a framework for state program development, and summarizes principles drawn from the best experience with worker readjustment programs. The second section provides an explanation of the state role in worker readjustment. Included are subsections on the following topics: setting up a planning and management structure, organizing local programs, accessing resources, providing technical assistance to local programs, economic monitoring and analysis, client eligibility criteria, reporting requirements and performance standards, business and labor involvement, state legislative and regulatory actions, and economic revitalization for long-term recovery. Appendixes to the guide contain information on the Title III Dislocated Worker Program of the Job Training Partnership Act and on data sources regarding plant closures, major layoffs, and labor market conditions. (KC)

ED 247 453

CE 039 550

Balfe, Kevin

Planning for Workforce Reductions: A Technical Assistance Guide for Employers.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—ISBN-0-88713-804-7

Pub Date—Apr 84

Grant—99-4-454-98-327-02

Note—94p.

Available from—National Alliance of Business, 1015 15th Street, NW, Washington, DC 20005 (\$15.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Community Resources, *Dislocated Workers, Employer Attitudes, Employer Employee Relationship, Employers, Employment Problems, *Employment Programs, Federal Legislation, Federal Programs, *Job Layoff, Job Placement, *Outplacement Services (Employment), Personnel Policy, Planning, *Program Development, Unemployment Identifiers—Job Training Partnership Act 1982

This guide is designed to help employers plan work force reductions. It emphasizes positive col-

laboration with workers and the community to find new jobs for workers and maintain morale and productivity in the plant. The guide is divided into five chapters. The first chapter acquaints the reader with some of the benefits of work force reduction planning, while the second chapter presents the latest techniques in that process. It includes two sections: (1) general principles of work force reduction planning, which outlines the overall approach recommended in this guide, and (2) 17 key steps that companies must take to implement the recommended approach. The third chapter outlines key administrative and management issues related to operating an assistance center for employees being terminated. Five main topics are discussed: overview of center operations, sequencing and coordinating services, center staffing, center bookkeeping and recordkeeping, and project evaluation. The fourth chapter provides more in-depth information on center services, outlines the special needs of terminated employees, and describes services that improve the chances of a successful adjustment. Community and government resources—specifically the Job Training Partnership Act—that can lower employers' costs of assisting terminated employees are discussed in the final chapter. Appendixes provide detailed information on designing and administering an employee questionnaire, on developing a services brochure for employees, and on the Title III Dislocated Worker Program of the Job Training Partnership Act. (KC)

ED 247 454 CE 039 552

Youth Studies Abstracts. Vol. 3, No. 3, Part 1. Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

Pub Date—Aug 84

Note—96p. For related documents, see ED 240 306-307, ED 244 079-080, and CE 039 553-554. Document contains small print.

Journal Cit—Youth Studies Abstracts; v3 n3 pt1 Aug 1984

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Dropout Research, *Dropouts, Educational Research, Education Work Relationship, Family (Sociological Unit), *Females, Foreign Countries, Job Training, Labor Market, Migrants, Part Time Employment, Postsecondary Education, Research, Research Projects, Research Reports, Secondary Education, *Unemployment, *Vocational Education, Work Attitudes, *Youth Employment

Identifiers—*Australia

This compilation of 112 abstracts of materials—papers, studies, reports, reviews—is the first of two parts. This part contains abstracts in one category: social and education.1 developments (policy, analysis, research). Abstracts are arranged in clusters according to prime subject matter. Topics covered, listed at the front of the booklet, are as follows: aborigines, apprenticeship, bibliography, disabled, education, employment/labor markets, evaluation, family, girls/women, migrants, programs, rural, schools/schooling, school students, school leavers, social change, social welfare, TAFE, technological change, unemployment, youth, and youth workers. Each citation provides some or all of the following: author(s); classification number; place, institution, and date; pagination; and abstract. (YLB)

ED 247 455 CE 039 553

Youth Studies Abstracts. Vol. 3, No. 3, Part 2. Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

Pub Date—Aug 84

Note—70p. For related documents, see ED 240 306-307, ED 244 079-080, AND CE 039 552-554. Document contains small print.

Journal Cit—Youth Studies Abstracts; v3 n3 pt2 Aug 1984

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, Dropout Research, *Dropouts, Educational Research, Education Work Relationship, Family (Sociological Unit), *Females, Foreign Countries, Job Training, Labor Market, Migrants, Part Time Employment, Periodicals, Postsecondary Education, Research, Research Projects, Research Reports, Secondary Educa-

tion, *Unemployment, *Vocational Education, Work Attitudes, *Youth Employment

Identifiers—*Australia

This compilation of 47 abstracts of materials—papers, studies, reports, reviews—and citations to 46 periodicals is the second of two parts. This part contains abstracts in one category: programs (proposals, reports, evaluations). Abstracts are arranged in clusters according to prime subject matter. Topics covered, listed at the front of the booklet, are as follows: aborigines, apprenticeship, bibliography, disabled, education, employment/labor markets, evaluation, family, girls/women, migrants, programs, rural, schools/schooling, school students, school leavers, social change, social welfare, TAFE, technological change, unemployment, youth, and youth workers. Each citation provides some or all of the following: author(s); classification number; place, institution, and date; pagination; and abstract. The section on periodicals lists them by state, territory, or foreign country (arranged alphabetically) with some or all of this information: title, source, volume and/or number, date, pagination, and articles of interest or an annotation. (YLB)

ED 247 456 CE 039 554

Youth Studies Bulletin. Vol. 3, No. 3. Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

Pub Date—Aug 84

Note—138p. For related documents, see ED 240 306-307, ED 244 079-080, and CE 039 552-553.

Journal Cit—Youth Studies Bulletin; v3 n3 Aug 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Disadvantaged, *Educational Policy, Educational Research, Employment Statistics, Enrollment Rate, *Equal Education, Equal Opportunities (Jobs), Foreign Countries, Guidelines, *Job Training, *Postsecondary Education, Pregnancy, Research Reports, School Holding Power, Secondary Education, *Unemployment, Violence, Vocational Education, *Youth Employment, Youth Problems

Identifiers—*Australia

This bulletin contains materials—announcements, papers, and studies—that are concerned with youth policy issues and that focus on education and training. The first section, entitled QUIDNUNC, offers brief descriptions of projects of interest, reports on inquiries and reviews, and announces recent appointments. The second section on aspects offers "Hooliganism May Be News—But It Is Not New" (Mike Presdee) and "South Australia. Community Improvement through Youth" (Lindsay Holmes), which describes a program targeted at unemployed 15- to 25-year-olds in Adelaide. A section entitled Policies, Provisions, and Participation contains three articles. "Of Renovation and Corporate Humanism" (Jim Williamson), "Educational Options for Teenage Mothers" (Jane Delin) and "Participation and Equity: Policies and Directions" (C. Blakers). In the fourth section, the Victoria Ministry of Education discussion paper on post-compulsory schooling is reviewed by Richard Campbell. The fifth section, on youth studies research, contains "The Youth Labour Market: Unemployment" (C. Blakers), a summary of research on the effects of rising levels of unemployment on teenage rates of unemployment; and "Neither Learning Nor Earning" (Moir Rowland), on difficulties inherent in reconciling statistics on educational participation and labor force participation and on derivation of adequate information on those unemployed and out of school. "The Use of Social Science Knowledge in the Formulation of Policy Advice" (Don Anderson) reports on a "mini-survey" on use of social science research by policymakers. (YLB)

ED 247 457 CE 039 555

Women Entrepreneurs: Their Success and Problems. Hearing before the Committee on Small Business, United States Senate, Ninety-Eighth Congress, Second Session (Eugene, Oregon).

Congress of the U.S., Washington, DC. Senate Committee on Small Business.

Report No.—Senate-Hrg-98-849

Pub Date—30 Mar 84

Note—102p. Not available in paper copy due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Business Administration, Career Education, *Employed Women, Employment Opportunities, *Employment Problems, *Entrepreneurship, Females, Hearings, Sex Discrimination, *Small Businesses

Identifiers—Congress 98th, *Oregon

This is a congressional hearing to acquire testimony and information about women in business or about unusual problems that have been found. Testimony includes statements from individuals representing Big Bear Shopper, Inc.; United States Business and Professional Women (BPW/USA); Rural Small Business Programs, Lane Community College; Mater-Engineering, Limited; Four Seasons Advertising Design; Riverside Equipment Services; Mary Seeman Interior Designs; Women Entrepreneurs of Oregon; Jean Tate Real Estate; and National Association of Bank Women. (YLB)

ED 247 458 CE 039 556

Vocational Rehabilitation. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (Harrisburg, Pennsylvania).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—25 Jul 83

Note—80p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Compliance (Legal), *Disabilities, *Federal Legislation, Federal Regulation, Federal State Relationship, Hearings, *State Programs, Vocational Education, *Vocational Rehabilitation

Identifiers—Congress 98th, *Pennsylvania, *Rehabilitation Act 1973

This is a congressional oversight hearing on the vocational rehabilitation program in Pennsylvania. It looks at the present program in light of the Federal statutory requirements and legislative intent. Testimony includes statements, prepared statements, letters, supplemental materials, etc., from a state senator, a Representative in Congress, and individuals representing the Pennsylvania Social Services Union, Pittsburgh; Office of Vocational Rehabilitation, Harrisburg; Harmanville Rehabilitation Center, Inc., Pittsburgh; Pennsylvania Office of Vocational Rehabilitation; Pennsylvania Board of Vocational Rehabilitation; Independent Living Center, Harmanville; Open Doors for the Handicapped of Allegheny County; Pennsylvania Coalition of Citizens with Disabilities; Rehabilitation Services Administration, United States Department of Education; Pennsylvania Association of Rehabilitation Facilities, Inc.; Open Doors for the Handicapped of Westmoreland County; and Open Doors for the Handicapped, Washington County Chapter. (YLB)

ED 247 459 CE 039 557

Reauthorization of the Adult Education Act, 1984. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session, on the Proposed Amendments to Public Law 97-377, the Adult Education Act, and Its Reauthorization.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—20 Mar 84

Note—86p. Not available in paper copy due to small type.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, *Adult Literacy, Adult Programs, Educational Legislation, *Federal Legislation, Hearings

Identifiers—*Adult Education Act 1965, Congress 98th, *Reauthorization Legislation

This is a congressional hearing on the topic of adult education and proposed amendments to Public Law 97-377, the Adult Education Act. Testimony includes statements from individuals representing the United States Department of Education; director of adult education, Sheehan High School, Wallingford, Connecticut; American Association for Adult and Continuing Education; National Advisory Council on Adult Education; Providence Adult Education Program, Rhode Island; Braddock Community Center, Fairfax, Vir-

ginia; Adult Education Program, Philadelphia, Pennsylvania; director of adult basic education, Alabama State Department of Education; and director of the division of adult and community education, Indiana State Department of Public Instruction. (YLB)

ED 247 460 CE 039 561

Mislevy, Robert J. Bock, R. Durrell
Item Operating Characteristics of the Armed Services Vocational Aptitude Battery (ASVAB), Form 8a.

Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date—1 Mar 84

Contract—N00014-83-C-0283

Note—73p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Aptitude Tests, Military Personnel, Military Training, National Surveys, *Occupational Tests, Postsecondary Education, Sampling, Scores, Secondary Education, *Statistical Analysis, Test Interpretation, Test Items, *Test Norms, *Vocational Aptitude, Vocational Education, *Vocational Evaluation, Young Adults

Identifiers—*Armed Services Vocational Aptitude Battery, *Item Parameters, Profile of American Youth, Project

The Armed Services Vocational Aptitude Battery (ASVAB), a battery of 10 vocational tests, was administered to a national probability sample of nearly 12,000 young people, 15 to 23 years of age. Score distributions from the study were needed by the Armed Services to set performance levels for accepting and assigning recruits. Three psychometric models designed to provide information about the operating characteristics of the tests and the items of which they are comprised were fit to the eight "power" tests of the ASVAB, based on a random sample of 1,187 respondents from the national study. The models in question were the one-, two-, and three-parameter item response models that were fit to the data by the marginal estimation approach by means of the BILOG computer program. Results for each model and test included indices of overall goodness-of-fit, item parameter estimates and associated standard errors, item information indices, and test information and standard error curves. Appendices contain the results of the analyses. Appendix A contains classical item statistics for each of the tests, including item percent-correct and item-test correlation, both Pearson and biserial. Appendices B through J present results from the BILOG runs under the one-, two-, and three-parameter models. (YLB)

ED 247 461 CE 039 564

Mann, Warren Gregory, Alan
The Employment Environment for Mildly Intellectually Handicapped Young People.

Monash Univ., Clayton, Victoria (Australia).

Report No.—ISBN-0-909931-14-3

Pub Date—81

Note—32p.

Available from—Education Faculty, Monash University, Clayton, Victoria, Australia 3168.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Economics, Education Work Relationship, *Employment Opportunities, *Employment Problems, *Employment Projections, Foreign Countries, Futures (of Society), *Labor Market, *Mild Mental Retardation, Secondary Education

Identifiers—*Australia

Four factors influence the successful employment of mildly intellectually handicapped young people. These are the qualities of the individual seeking work, employer attitudes, the nature and content of the job, and prevailing labor market conditions. Economic, technological, and labor market trends seem to indicate the development of a dual economy in the future. A highly capital-intensive, high technology, efficient, formal institutional economy will develop that will produce mass goods and services and feature an employed work force of high and rising average skill but small and declining size. The intellectually handicapped will increasingly turn to another developing economy characterized as informal, domestic, self-service (a so-called free economy), devoted to the production of untraded (or informally traded) goods and services involving high labor intensity and alternative technology,

with a low-income, low skilled, non-employed work force. Specific suggestions to improve the prospects of the mildly intellectually handicapped for making the transition from childhood to maturity, independence, and employment include incentives for employers; identification of suitable jobs; job restructuring; sheltered work; promotion of sheltered work stations; identification of appropriate educational objectives, vocational skills, and para-vocational skills; career education and work experience; placement, transition, and followup; and legislative action. (YLB)

ED 247 462 CE 039 565

Dopkin, Doris L.

Factors Influencing the Election of Nontraditional Vocational Programs by High School Males, 1980-1983. Final Report.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date—83

Note—130p.; This work formed the basis of a dissertation entitled "Occupationally Related Aptitudes and Personality Traits of Male Students Enrolled in Nontraditional Vocational Programs," Rutgers University. For a related document, see ED 206 892.

Pub Type—Reports - Research (143) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Allied Health Occupations, *Aptitude, Business, Business Education, Educational Research, *Nontraditional Occupations, Occupational Home Economics, Office Occupations, Office Occupations Education, *Personality Traits, *Vocational Interests

Identifiers—Differential Aptitude Tests, Strong Campbell Interest Inventory

A New Jersey study identified aptitude and personality traits of secondary male students who elected nontraditional career-related programs in vocational education. The sample of 182 eleventh and twelfth-grade students included males enrolled in nontraditional subject areas, females from these same program areas, and males enrolled in traditional vocational programs. Data collection instruments were the Differential Aptitude Test (DAT) and the Strong Campbell Interest Inventory (SCII). Data were analyzed using the t-test and the General Linear Models procedure for unbalanced analysis of variance as outlined in the Statistical Analysis System. Results showed that male students who elected nontraditional vocational subjects scored higher in language usage and lower in space relations on the DAT than did the traditional male students. Non-traditional males scored significantly lower in the realistic type on the SCII and significantly higher in the social, conventional, enterprising, and artistic types. No significant differences were found in aptitude between males and females on five of seven subscales of the DAT. No significant difference was found in personality scores between males and females, except for the realistic type. There were significant differences in DAT scores among males in the three different programs but none in SCII scores. (Study materials are appended.) (YLB)

ED 247 463 CE 039 566

Allen, John A. Hays, Robert T.
Maintenance Simulator Fidelity in Electromechanical Troubleshooting Training.

Pub Date—Aug 84

Note—39p.; Presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adult Vocational Education, Armed Forces, *Electromechanical Technology, *Equipment Evaluation, *Maintenance, Military Personnel, Military Training, *Problem Solving, *Simulation, Technical Education, *Transfer of Training

Identifiers—*Simulator Fidelity, Troubleshooting

A study focused on answering questions about fidelity levels of maintenance training simulators in a relatively simple electromechanical troubleshooting task. Two aspects of simulator fidelity were manipulated: physical fidelity and functional fidelity. The paid participants in the study were 100 male and female college undergraduates at George Mason University. In the training phase, subjects were trained in 1 of 10 training conditions and asked to

troubleshoot and solve problems on a simulator. The training conditions consisted of all combinations of three levels—high, medium, and low—of physical and functional fidelity and a no-training condition for a control group. Subjects were then asked to solve problems on the actual equipment to assess learning transfer. Time-to-solution, number of tests to solution, and number of solution attempts were used to assess transfer. Results indicated increased feedback during training was generally associated with higher levels of performance during transfer. Time-to-solution was found to be most sensitive to fidelity manipulations. Trainees appeared to adopt one of three strategies during transfer: logical, sequential, or haphazard. Persons high in general analytic ability took longer to reach a correct solution but made fewer tests and solution attempts. (Thirteen tables are appended.) (YLB)

ED 247 464 CE 039 567

Weibel, Marguerite Crowley

The Library Literacy Connection. Using Library Resources with Adult Basic Education Students.

Public Library of Columbus and Franklin County, OH.

Spons Agency—Department of Education, Washington, DC; Ohio State Dept. of Education, Columbus; Ohio State Library, Columbus.

Pub Date—Aug 84

Note—56p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Adult Programs, Adult Students, *Agency Cooperation, *Beginning Reading, Evaluation Criteria, *Library Collections, Library Material Selection, Library Role, *Public Libraries, Readability

This handbook for librarians and adult basic education (ABE) teachers examines existing and potential library-literacy connections. Chapter I discusses methods and criteria for selecting and evaluating books for new readers. Both readability levels and the quality of books are considered. The second chapter examines the library's general collection to find a whole range of materials that can help adult students at all levels from beginning reading through high school equivalency. It acquaints librarians and ABE teachers with the skills that adult new readers must master, the techniques and materials used to teach those skills, and the kinds of materials any public library will have on hand to help new readers develop those skills. Chapter III discusses questions and concerns relating to special collections for ABE students, including organization and kinds of materials. Chapter IV suggests ways public libraries and ABE programs can work together to motivate students to use the public library. A process model for library-ABE cooperation is offered. Appendices include sources of materials for adult new readers, a classification scheme and evaluation forms for adult new reader materials, a selected bibliography from the general collection, and a bibliography of suggested readings. (YLB)

CG

ED 247 465 CG 017 625

Mueller, John H. And Others

Order of Access to Semantic Content and Self Schema.

Pub Date—May 84

Note—12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Encoding (Psychology), Higher Education, Reaction Time, *Recall (Psychology), Research Methodology, *Schemata (Cognition), Self Concept

Identifiers—Self Reference (Psychology)

Self-referenced content is generally remembered better and faster than information encoded in other ways. To examine how self-relevant information is organized in memory, three experiments were conducted, comparing the effects of target-first or word-first methodology. In the target-first condition, subjects (N=15) saw one of the two questions, "Describe you" or "Describe Ronald Reagan," followed in one second by an adjective. In the word-first condition the adjective was presented

first, followed in one second by one of the two questions. Subjects then completed a recall test, and the Self-Consciousness Questionnaire. In the second experiment (N=10) "most students" replaced Ronald Reagan as the target for other-reference, and the screen was blanked so that target and word were not seen together. In the third experiment the target (or word) was left on the screen until the word (or target) appeared. Three different intervals between word and target were examined. Results of the experiments suggest that information about other people seems to be stored by person, not by tags with adjectives. In all three experiments the word-first procedure led to slower decisions than target-first. However, the situation was less clear for self-reference decisions; in one experiment the word-first procedure was faster and for the other two experiments there was no real difference. Overall, it seems that the self-concept is not like the concept for other people, and information may be stored redundantly, in a separate set and with critical adjectives. (JAC)

ED 247 466 CG 017 626

Krinsky, Richard. *Clark, Trent R.*
Hope Springs Eternal: Prediction of Academic Success by College Students.

Pub Date—26 Apr 84

Note—13p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *College Students, Feedback, *Grade Prediction, Higher Education, Individual Differences

Previous research has suggested that good students (those above the median) are better than poor students (below the median) at estimating their academic performance. To examine the relationship between pre-test predictions and post-test estimations of academic performance, 30 college students were asked to predict their scores on each of four tests in a psychology course. Following each test they were asked to estimate their performance, and make predictions about the performance of the class as a whole. Students also received feedback on prediction accuracy for the class. Before the third examination, they were given instructions for forming their predictions and estimations. Results showed that, while students generally overestimated their test scores, better students were closer to the target. When explicitly forewarned about overestimation errors, students were successful in lowering their estimations for the next test; when not forewarned, they were unsuccessful in lowering their estimated scores. Students above and below the median predicted class average with the same degree of precision. Results seem to be consistent with indications that good and poor students form differential assessments of their own test performance, but are similar in their assessments of the performance of others. (JAC)

ED 247 467 CG 017 627

Bryant, Fred B.
Temporal Effects of Performance on Causal Attributions in Actors and Observers.

Pub Date—May 84

Note—15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attribution Theory, College Students, Females, Higher Education, *Observation, Participation, *Performance, Reinforcement, *Time Perspective

Although understanding how causal attributions for performance develop is important to attribution theory, little research has been done on this topic. To explore changes in attributions during task performance for both actors and observers, 90 female undergraduates participated in a procedure in which they received either 80 percent or 20 percent success feedback. After either 5, 20, or 40 trials they computed attribution measures. Subjects were randomly assigned to the role of actor or observer. The task involved raising a ball bearing balanced on a carriage to the top of a platform using a cord and pulley. Unknown to subjects, an electromagnet was used to affect outcome. Results showed that regardless of reinforcement level, at 20 trials observers were more internal than actors; but at 40 trials, actors were more internal than observers, indicating

that attributional differences developed over time and developed differently for actors and observers. Actors' focus may shift from the situation toward themselves, and observers' focus may shift from the actor toward the situation. (JAC)

ED 247 468 CG 017 628

Felma, Dennis M.
The Effects of Learning Style on Satisfaction with a System of Interactive Guidance and Instruction (SIGI).

Pub Date—Mar 84

Note—37p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Guidance, *Cognitive Style, College Students, Counseling Effectiveness, Higher Education, Individual Differences, *Participant Satisfaction, Program Evaluation, Values, Vocational Interests

Identifiers—Computer Assisted Guidance, *SIGI System

Studies concerning which type of career counseling intervention is best used with respect to the individual differences of clients have been sparse. To investigate the effects of client learning style on: (1) satisfaction with the System of Interactive Guidance and Instruction (SIGI); (2) the rating of values; and (3) selection of the main occupation field of interest, 109 college students who were clients at a career planning and placement center at a large midwestern university participated in an exploratory study. When clients signed up to use SIGI they completed Kolb's (1976) Learning Style Inventory (LSI), Holland's My Vocational Situation, and a personal information questionnaire. At the end of the semester subjects were called and asked to assess their overall perceptions of SIGI and its effectiveness. The results indicated that at least three of the four learning style groups identified by the LSI did not differ significantly in satisfaction ratings. However, significant differences were found between learning style groups for some values but not for others. No conclusion could be reached with respect to the relationship between learning style groups and the main occupation field of interest. Possible reasons for these findings are discussed and recommendations are suggested for future research in this area. (Author/JAC)

ED 247 469 CG 017 629

Young, Johnny M.
Effects of Guided Mental Imagery on Biocognitive Functioning among Black Male and Female Students: Implications for Improving Their Test Scores.

Pub Date—Mar 84

Note—18p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, Cognitive Style, College Students, Counseling Techniques, Higher Education, *Imagery, *Scores, *Sex Differences, Standardized Tests, *Student Improvement

Identifiers—*Group Embedded Figures Test (Witken)

Recent reports have shown that black high school and college students do not fare well on standardized tests, possibly because they have not been successful when dealing with materials requiring analytical thinking in the past. Several psychologists have found that mental imagery can be used to increase motivation to achieve idealized goals. Hypothetically, the actual standardized test scores of students would be nearly the same as the test scores the students imagined themselves receiving while participating in a mental imagery activity. To examine the effects of guided mental imagery on biocognitive functioning among black male and female students, 184 black college students participated in a study dealing with the significance of the differences between actual and imagined mean Group Embedded Figures Test (GEFT) scores. The results showed that the black male students benefited more from the guided imagery treatment than did their female counterparts. Differences in the effects of the treatment on biocognitive functioning of the black male and female students may be due to variations

in the amount of socialization given to black male and female children by their mothers, who may have been monocognitive or field-dependent. Further research is recommended to determine the effects of mental imagery and the effects of teaching analytical thinking on standardized test scores and on teacher-made test scores. (JAC)

ED 247 470 CG 017 630

Cooper, Stewart E. Robinson, Debra A. G.
A Comparison of Male and Female High-Tech Students on Career, Home, and Leisure Values.

Pub Date—May 84

Note—14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Career Development, College Freshmen, Engineering Education, Family Life, Higher Education, Leisure Time, *Nontraditional Occupations, Role Conflict, Role Models, Science Education, *Sex Differences, Sex Role, *Values, Work Attitudes

Research on the values of women in traditional and nontraditional careers has produced differential results. To compare the home, career and leisure value orientations of college students in high-tech majors, 100 male and 100 female freshmen enrolled in science and engineering majors completed Super's Work Salience Inventory (1983). Results of discriminant, functional, and correlational analyses showed that the female participants scored higher on the career related value scales (task completion, job involvement, meaning from work, and career importance) and the leisure importance scale. They also evidenced more conflict between home and career values. Male students scored as high as female students on the home value scale when their meaning from work scale was not extremely high. Both sexes were equivalent on the importance of economic support and job specificity. Finally, occupational status of the mother was influential for female students but not for males. (MCF)

ED 247 471 CG 017 631

Russ, Terry Lee Alexander, Sheldon
Sex Differences and Distributive Fairness.

Pub Date—May 84

Note—13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Grades (Scholastic), Higher Education, Observation, Rewards, *Sex Differences, Student Attitudes

Identifiers—*Distributive Justice, *Equity Theory, Fairness

In research on equity and justice some investigators have reported that men and women use different allocation norms in distributing rewards; men using an equity rule and women an equality rule, while others conclude that such sex differences in reward allocation appear primarily when the allocator is also a co-recipient of the reward. The present study exposed male and female subjects (129 male, 191 female) to three distributive fairness conditions to examine the role of sex in fairness interactions. Subjects read a story dealing with the grade received by a student in a college course and responded to a questionnaire about the student and his situation. Dependent variables were perceived satisfaction, perceived conflict, trust in teacher, and grade fairness. Main effects for distributive fairness were significant for all dependent variables. No significant main effects for sex were observed. There were significant "sex x distributive fairness" interactions for perceived grade fairness, satisfaction, and trust in teacher. Women responded more positively than men to over reward and more negatively than men to under reward. The "sex x distributive fairness" interactions indicated that distributive fairness treatments do yield sex differences for subjects who are not participants in the allocation situation. (Author/JAC)

ED 247 472 CG 017 632

Gatz, Margaret And Others
Clinical Training in Aging and Mental Health.

Final Report.

University of Southern California, Los Angeles.

Ethel Percy Andrus Gerontology Center.

Spons Agency—Office of Human Development

Services (DHHS), Washington, D.C.

Pub Date—31 May 84

Grant—OHDS-09-AT-33/01

Note—160p; Best copy available.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Aging (Individuals), Clinical Psychology, *Counselor Training, *Doctoral Programs, *Educational Gerontology, Higher Education, *Masters Programs, Mental Health, Older Adults, Outcomes of Education, Practicum, Program Evaluation

Identifiers—University of Southern California

This report describes the University of Southern California's (USC) gerontology career preparation project, which was funded for the following training activities in mental health and aging: (1) traineeships for graduate students in USC's doctoral track in clinical psychology and aging and in the Leonard Davis School of Gerontology master's track in direct service; (2) partial core support for the Andrus Older Adult Center, the major practicum site for clinical training; (3) expanded contacts with the aging network; (4) development of clinical case materials, currently in draft form; and (5) evaluation of the training program. The narrative section of the report describes the purpose and significance of the project, support for trainees in the program, and the Andrus Older Adult Center. A list of program graduates along with their dissertation titles and present positions is provided. The project's aging network linkages, the development of casebook materials, and the evaluation design and results are described. The five appendices include a discussion of trainee achievements, the Andrus Older Adult Center brochure, the evaluation of the Los Angeles City Personal Emergency Response System, drafts of selected casebook material, and project evaluation measures. (MCF)

ED 247 473

CG 017 633

Fling, Sheila

A Comparison of Meditation with Other Relaxation Techniques.

Pub Date—Apr 84

Note—18p; Paper presented at the Annual Meeting of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984). Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Literature Reviews, *Meditation, Opinion Papers, *Relaxation Training, Stress Management

Identifiers—Place Effect, *Treatment Outcomes

This paper critiques a negative 1984 review, "Meditation and Somatic Arousal Reduction" (Holmes), on the absolute effectiveness of meditation in reducing somatic arousal and reviews research on the relative effectiveness of meditation compared to techniques such as biofeedback, hypnosis, progressive muscle relaxation, and autogenics in reducing somatic and cognitive arousal and treating stress-related disorders. Meditation is compared with biofeedback, hypnosis, progressive muscle relaxation, and autogenics as to their possible advantages and indications for treatment as well as to their potential adverse effects and contraindications. Suggestions are made for future research and practice, especially in the areas of examining possible differential effectiveness of these methods for different circumstances, optimizing placebo effects, tailoring to individual proclivities, and combining relaxation techniques with other stress-coping strategies such as communication training. (Author/CG)

ED 247 474

CG 017 634

Allen, Ben P.

Beyond Consistency in the Definition of Personality: Dramaturgical Quality and Dramaturgical Value.

Pub Date—May 84

Note—23p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, College Students, Definitions, Females, Higher Education, *Personality, Personality Theories, *Personality Traits, *Reliability, *Self Evaluation (Individuals)

Identifiers—*Behavioral Stability

Historically personality has been predicated on behavioral consistency. To demonstrate the unique-

ness of personality using three methods, 23 female college students initially recorded self-descriptive words at the end of each of 23 days. These words were then assigned favorability values from the Adjective Generation Technique norm list. First, uniqueness was demonstrated because variability of favorability within lists of most used words was significantly less than variability between lists. Second, to determine whether subjects' lists of most frequently used words tended not to overlap, and were thereby unique, a catalogue of 49 words from which subjects drew the labels most frequently used in self-description was compiled and compared to the estimated chance probability of overlap in label selection. Third, 46 raters provided Semantic Differential reactions to the behavioral descriptions of each subject. An analysis of the results showed that subjects varied day to day in favorability of self-description more than they differed from one another in overall favorability of self-description, thereby showing little consistency. The observed overlap of at least one label among the subjects' actual lists of most frequently used words was not significantly different from the estimated chance probability. Raters' reactions indicated that they clearly saw the corresponding subjects to be unique. These findings present a dilemma in that although the labels used were unique, intrasubject behavioral consistency was not great, suggesting that not only attributions by others but also dramaturgical quality (precision, clarity, and effectiveness of performed behavior) and dramaturgical value (uncommon behavior directed to several targets) may lead to behavioral consistency. (Author/BL)

ED 247 475

CG 017 635

Curtis, Sharon L.

Women and Multiple Role Stress. A Thesis in Psychology.

Pub Date—84

Note—137p; Master of Arts Thesis, University of Missouri-Kansas City. A shortened version of the thesis was presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Emotional Response, Employed Women, *Females, *Marital Status, *Nontraditional Occupations, Parent Role, Physical Health, *Role Conflict, *Stress Variables

Women as a group are uniquely exposed to the pressures created by multiple roles and conflicting expectations. To assess stress, health, resistance resources, and overall emotional dysphoria (anxiety, depression, hostility) of women from various occupational, marital, and parental statuses, 64 women, aged 25-45 years, completed the Scale of Stress Assessment, the Inventory of Health Status, the Inventory of Stress Resistance Resources, the Multiple Affect Adjective Checklist, and a demographic questionnaire. An analysis of the results showed that women in nontraditional occupations possessed reliably greater resistance resources than those in traditional occupations. In addition, single women in general appeared to be healthier than married women. Single mothers in nontraditional occupations exhibited the most favorable scores on all measures. Results of Pearson product-moment correlational analyses (for the overall group of 64 women, as well as for 6 major subgroupings, and the final 8 combinations of statuses) showed that overall the measures were reliably correlated with one another in 20 out of 21 possible correlations. These findings suggest that major changes in societal attitudes concerning women's roles may be affecting stress and resistance levels. (Author/BL)

ED 247 476

CG 017 636

Needle, Jerome A. Stapleton, Wm Vaughan

Police Handling of Youth Gangs. Reports of the National Juvenile Justice Assessment Centers.

American Justice Inst., Sacramento, Calif.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—Sep 83

Grant—79-JN-AX-0013

Note—97p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Delinquency Prevention, *Juvenile Gangs, *Police Action, *Police Education, Secondary Education, Youth Problems

Although the organizational structure and activities of youth gangs have been studied, little research has focused on law enforcement strategies to handle youth gang behavior. To examine how police handle youth gangs and law violation and to identify effective prevention and control strategies, the police gang control and youth personnel departments in 60 randomly selected cities were surveyed. An analysis of the results showed that 45% of the cities surveyed reported the presence of youth gangs and associated problems, while only 15 police departments reported having specialized youth gang units. Police gang control functions encompassed four classes of activities: information processing, prevention, enforcement, and follow-up investigations. Gang control programs featured traditional strategies designed to prevent crime and apprehend offenders. Although a few large police departments appeared to have made large investments in prevention programs, the majority of agencies had made modest investments. Finally, many programs had management problems, due to the lack of written policies, personnel training, and evaluation methods. A comprehensive community gang control program focusing on management, program effectiveness, and delivery systems is recommended. (The appendices include a reference list, a list of selected readings, a description of study methodology including the survey used, and task force recommendations.) (BL)

ED 247 477

CG 017 637

Sarason, Barbara R. And Others

Social Support: Experimental Attempts to Understand Its Characteristics and Effects.

Pub Date—Apr 84

Note—16p; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Coping, Higher Education, Intervention, Participant Satisfaction, *Performance, Self Evaluation (Individuals), *Social Support Groups

To examine the possible interaction of types of social support variables on individuals' reactions to the supportive intervention and its effects on performance, two studies were conducted. In the first study, 167 college students attempted to solve anagrams following initial failure at five unsolvable anagrams and participation in one of four treatment conditions: distraction, social interaction, social interaction-coping, and coping alone. Subjects also completed the Cognitive Interference Questionnaire (CIQ) and the Survey of Situational Support. An analysis of the results showed that the subjects who were provided with coping skills in a peer discussion setting performed significantly better than those who simply interacted with others or those who were provided with coping skills information alone. In the second study, 113 college students, divided by high and low negative life events (as assessed by the Life Experiences Survey of Sarason, Johnson & Siegel, 1978) and high and low social support (as indicated by the Social Support Questionnaire Satisfaction Score), completed Means Ends Problem Solving stories. Subjects received one of three types of instruction: control, support, and restricted support. Upon completion of the stories, subjects were administered the CIQ, and rated their performance and experimenter attitudes. An analysis of the results showed individuals who rated themselves as low in social support thought more about social situations or responded less automatically to them than those who rated themselves high in social support. These studies indicate that the performance of individuals who see themselves as high or low in perceived support is differentially affected by supportive interventions. (BL)

ED 247 478

CG 017 638

Horn, Jennifer L. Goedert, William P.

Beyond Sex: The Influence of Gender Perceptions on Hiring Decisions.

Pub Date—May 84

Note—12p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Androgyny, College Students, Higher Education, Personality Traits, *Personnel Selection, *Sex, *Sex Bias, Sex Differences

Recently, the concept of gender has been intro-

duced as a possible influence on hiring bias. To examine the relationship between gender perception and bias in hiring, a two-part study was conducted. In the initial phase, 99 college students developed descriptions of applicants that reflected gender characteristics. In the second phase, 63 college business students (31 females, 32 males) responded to one of the bogus applicants developed in phase one. The applicants were portrayed as feminine, androgynous, or masculine. Subjects were asked to indicate the likelihood that they would hire the applicant and the applicant's sex. An analysis of the results showed that the androgynous applicant was most desirable, and that the feminine applicant was least likely to be recommended for hiring. Furthermore, in line with cultural definitions of gender, masculine applicants were perceived as male, and feminine applicants were seen to be female. These findings show that gender is linked with sex in socially prescribed patterns, with women being devalued by stereotypes that do not allow them to be seen as possessing masculine traits. (Author/BL)

ED 247 479 CG 017 639

Gaeddert, William P. And Others

Effects of Occupational Status and Occupational Sex Typing on Sex Differences in Reactions to Occupations.

Pub Date—Apr 84

Note—6p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Career Choice, College Students, Emotional Response, *Employment Level, Higher Education, *Occupations, *Sex Differences, *Sex Stereotypes

Recent research suggests that occupational status is crucial in determining women's and men's occupational preferences. To examine individuals' reactions to occupations that varied in status and sex-typing, 184 college students (102 females, 82 males) rated items in the Career Expectations Booklet. Subjects indicated their affective reactions, performance expectations, and perceptions of the sex-typing for each occupation. Subjects also completed the Personal Attributes Questionnaire. An analysis of the results showed that affective reactions were influenced by status, whereas expected performance was determined by subject sex and status. Specifically, women's affective reactions to high status-masculine occupations were no different than men's, and were positive. Women's and men's affective reactions to low status occupations were less positive than their reactions to both masculine and feminine high status occupations. Men expected to do less well than women in low status-feminine occupations. These findings suggest that women are becoming more motivated for high status occupations, while accepting the reality that they are still likely to work in low status jobs. (Author/BL)

ED 247 480 CG 017 640

O'Neil, James M. And Others

Fear of Femininity Scale (FOFS): Men's Gender Role Conflict.

Spons Agency—Kansas Univ., Lawrence. General Research Fund.

Pub Date—26 Aug 82

Note—30p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Students, Fear, Higher Education, *Males, Personality Traits, Physical Health, *Psychological Patterns, *Role Conflict, *Sex Role

Identifiers—*Fear of Femininity Scale

One unified aspect of men's gender role conflict is the fear of femininity, which can produce six conflicts: restrictive emotionality; homophobia; socialized control, power, and competition; restrictive affectionate behavior; obsession with achievement and success; and health care problems. To measure these constructs 85 items were generated from the six gender role conflicts. To gain empirical support for the construct validity and reliability of the Fear of Femininity Scale (FOFS) it was administered to 527 male college students. Subjects also completed the Personal Attributes Questionnaire (PAQ). An

analysis of the results showed that 37 of the original 85 items met criteria for inclusion in the final scale. Four significant factors were found that had relevance to the hypothesized FOFS and patterns of gender role conflict: success/power/competition; restrictive emotionality; homophobia; and conflicts between work and leisure-family relations. Acceptable test-retest and internal consistency reliabilities were demonstrated for the factors and total scores. Subjects who differentiated on the PAQ categories also showed significant differences on the first three factors of the FOFS. Post hoc analysis revealed significant and meaningful differences from a theoretical perspective. Further research is needed on other, more diverse, and older samples. (Author/BL)

ED 247 481 CG 017 641

Streich, Douglas D. Swensen, Clifford H.

Relationship of Ego Development to Perception of Health.

Pub Date—May 84

Note—50p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults, Age Differences, College Students, *Coping, *Health, Higher Education, Life Satisfaction, Older Adults, Perception, *Self Evaluation (Individuals), *Well Being

Identifiers—*Ego Development

Research has demonstrated that perceived health, while related to objective determinants of health, is a separate determination of individuals using different information than others. To investigate the relationship of ego development to perceptions of health, 192 subjects (64 college students, 64 adult community residents, and 64 retired older adults) completed two measures of ego development and four measures of health status and well being. An analysis of the results showed that subjective well being and an awareness of actual health problems were significant predictors of the self-rating of health for college students and retired older adults. Among community residents, increased educational status and more complex ego development levels were associated with positive self-ratings of health. Endorsements on self-report health measures varied significantly according to complexity of ego development, with more complex people endorsing items reflecting better health status. These findings suggest that the self-rating of health represents an assessment of individuals' satisfaction with their current level of coping with health problems. (Author/BL)

ED 247 482 CG 017 642

Jenkins, Richard A. And Others

Special Problems in the Assessment of Children's Needs in the Community.

Pub Date—May 84

Note—31p.; Poster presentation at the Division 27 affiliated Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984). This study was supported by a grant from the Wood County Mental Health Board, Bowling Green, Ohio.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adolescents, Agency Cooperation, *Children, Elementary Secondary Education, Holistic Approach, Individual Needs, *Mental Health, Models, *Needs Assessment, Parent Role, Research Problems

The needs assessment literature has not systematically addressed the special problems involved in evaluating the mental health needs of children. In an attempt to provide a low-cost, comprehensive approach to assessing these needs, a multi-modal design, which sampled the impressions of parents and key informants, along with agency and government data, was designed. This needs assessment was subsequently conducted with 104 parents of children aged 0-18 years, and 100 professionals who had significant contact with children and adolescents in a rural-suburban county in northwestern Ohio. Parent interview data were collected on the prevalence of mental health problems in the county, service priorities, barriers to service utilization, resource utilization, behavior problems within the family, and demographic information. Professionals made judgments on service needs and priorities, barriers to service utilization, and services provided. An analysis of the results indicated that the multi-modal de-

sign was a useful approach, providing a valid picture of children's mental health needs. There was substantial convergence across data sources regarding important community problems and major planning priorities. The model also yielded important information regarding system variables, such as interagency communication. Suggestions to increase the usefulness of the design include the use of multiple data sources, collaborative efforts, standardization of agency recordkeeping procedures, and standardization of the research instrument. (Author/BL)

ED 247 483 CG 017 643

Johnson, Mark E.

Applications of Social Learning Theory: A Counselor Supervision Model.

Pub Date—Apr 84

Note—27p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Counselor Training, *Graduate Study, Learning Processes, *Models, Practicum Supervision, Program Proposals, Skill Development, *Supervision, Supervisor Qualifications, Supervisory Methods

Identifiers—*Social Learning Theory

A social learning theory approach to counselor supervision is conceptualized as a teaching-learning situation, in which counseling is viewed as a specific, trainable set of skills. In light of this approach, a four quarter graduate counselor education program, focusing specifically on the training of social learning therapists, is proposed. The supervision process in this model encompasses four stages: imparting and training of specific skills, supervision of actual counseling sessions, self-monitoring, and program completion. During the first stage, the trainee learns generic verbal and nonverbal counseling skills through modeling, reinforcement, behavioral rehearsal, and self-as-a-model. In stage two, the trainee counsels community clients and achieves skills mastery through peer feedback and individual and group supervision. In stage three, the trainee masters self-monitoring skills, which refer to the ability of the trainee to objectively assess and evaluate his own counseling performance. The skills are acquired through observation, feedback, and personal counseling. The fourth and final stage of the program involves certification of program completion. Supervisors, following this model, are specifically selected based on their training and experience in teaching and counseling, as well as their background in social learning theory. (BL)

ED 247 484 CG 017 644

Yoder, Janice D. Adams, Jerome

A Report on Women West Point Graduates Assuming Nontraditional Roles.

Pub Date—May 84

Note—15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Career Planning, College Graduates, *Females, *Job Satisfaction, *Life Satisfaction, Military Service, *Officer Personnel, Role Conflict, Sex Differences

Identifiers—Army, *Military Academy (West Point) NY

In 1980 the first women graduated from the military and college training program at West Point. To investigate the progress of both male and female graduates as they assume leadership roles in the regular Army, 35 women and 113 men responded to a survey assessing career involvement and planning, commitment and adjustment, and satisfaction. Analysis of results showed that, in the area of career planning, all officers relied on self-initiated planning rather than help from a superior officer, with women reporting less help than men. Forty percent of the women and 19% of the men planned to leave the Army upon completing their obligation. There were no gender differences in graduates' adjustment to the role of Army officer; however, women were less satisfied than men with their adjustment. Most women (72%) and most men (80%) felt their spouses supported their career, and most women (64%) and most men (56%) in dual career partnership reported that their careers were compatible. Finally, women felt less satisfied than men with their overall job. The findings suggest that gender differences arise

when the role demands of the officer conflict with other roles, such as mothers and women. These findings are consistent with other research on the role conflicts and stresses involved in breaking into nontraditional occupations. (BL)

ED 247 485 CG 017 645

Maculaitis, Jean D'Arcy
Guide for Nonbiased Assessment. Revised.
Pub Date—Mar 81

Note—21p.; Original guide prepared by the Region 9 Task Group on Nonbiased Assessment, Northeast Regional Resources Center, November, 1976, c/o River East School Division #9, E.S.L. Support Program, Winnipeg, Manitoba, Canada.
Pub Type—Guides—Non-Classroom (055)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Children, Consultation Programs, *Cultural Differences, Elementary Secondary Education, Ethnic Bias, *Evaluation Methods, Experimenter Characteristics, Guidelines, Individualized Education Programs, Psychological Testing, *Referral, *Student Evaluation, *Test Bias

This guide presents a series of check lists to help teachers and counselors provide nonbiased assessment for referred children, particularly those who are culturally different. The first section deals with evaluating the legitimacy of the referral and considers whether parents have been properly notified. The second section, meeting the child, considers the cultural values of the child or the evaluator which may influence the outcome of the assessment. The next sections deal with selection of an appropriate assessment approach, test administration, and scoring and interpretation. Consultation with team members and the assessment report are also covered. The final two sections evaluate the appropriateness of the individual education plan and outline follow-up responsibilities. The format of the guide consists of questions in each section with space provided to check a yes/no response, and a space for general comments. Several pages at the end of the guide are provided for summaries of the evaluation, by section. (JAC)

ED 247 486 CG 017 646

Annual Report for the Year 1983 of the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, First Session.
Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control. Report No.—House-R-98-598
Pub Date—14 Feb 84
Note—147p.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports—Descriptive (141)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors—Annual Reports, Committees, *Crime Prevention, *Drug Abuse, Federal Legislation, Federal Regulation, *Government Role
Identifiers—Congress 98th

This annual report describes the activities of the House Select Committee on Narcotics Abuse and Control in 1983 and makes recommendations to the House of Representatives to control the worldwide problem of drug abuse and drug trafficking. An initial section of the report describes the jurisdiction, authority, funding, and organization of the Committee. A summary of the Committee hearings held in 1983 is presented next, including the hearings on federal drug enforcement policy, international narcotics policy, drug trafficking in the northeast, Florida, and Texas, and hearing findings. Section B of the report describes international activities of the Committee including study missions, meetings and conferences; section C reports on activities in support of legislative initiatives. These include aviation drug trafficking control, customs funding, FBI appropriations, pharmacy theft and look-alike drugs. Section D describes ongoing oversight activities such as the Committee's survey and research program, surveys on domestic marijuana cultivation, an investigation of alleged federal mismanagement of methadone maintenance programs, and federal employee drug abuse policies. Special activities are described in the final section, including support for national drug abuse prevention efforts and support for community action to prevent drug abuse. (JAC)

ED 247 487 CG 017 647

Shapiro, E. Gory
Seeking Direct or Indirect Help and Belief in the Protestant Ethic.
Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Achievement Need, Beliefs, College Students, Higher Education, Individual Needs, Problem Solving, Self Esteem, *Values
Identifiers—*Help Seeking, Protestant Ethic

Factors affecting persons in need of help have been of great concern to social psychologists. To investigate expressed willingness to seek help, evaluations of help-seekers, and the influence of the Protestant ethic on help seeking, college students completed questionnaires containing descriptions of eight situations in which a person was faced with a problem. Ninety-seven subjects enrolled in an introductory sociology course were asked to indicate how likely they would be to seek help in the situations described; 104 subjects in other sections of the same course were asked to indicate how their evaluations of a person who sought help in these situations would change. Subjects were randomly assigned questionnaires in which the help to be sought was either direct or indirect. The questionnaires concluded with the Mirels-Garrett Protestant Ethic Scale. Results indicated that subjects would be more likely to seek indirect help, help that aids persons to obtain a desired outcome themselves, than direct help, help that results in obtaining the desired outcome directly. Other subjects evaluated persons who sought direct help less favorably than persons who sought indirect help. Belief in the values of the Protestant ethic were inversely related to willingness to seek direct help but not related to willingness to seek indirect help. Belief in the values of the Protestant ethic were not related to evaluations of help seekers on either direct or indirect help. (JAC)

ED 247 488 CG 017 648

Shapiro, E. Gory
Factors Affecting Workers' Valuation of Intrinsic Job Rewards.

Pub Date—Apr 84
Note—17p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Adults, Educational Attainment, *Employee Attitudes, *Job Satisfaction, Predictor Variables, Prestige, *Rewards, *Values
Identifiers—*Intrinsic Motivation

As the fit between job values and job rewards becomes more important to American workers, it is important to understand factors which may affect these values. Data from the combined General Social Surveys of 1974, 1976, 1977 and 1980 were used to investigate the influence of education, job prestige, earnings, age, sex, race, and family characteristics on the value placed on intrinsic rewards. Specifically, respondents ($N=1,857$) were asked to rank in importance five job-related rewards: high income; no danger of being fired; working short hours; chance of advancement; and having important work which provides a sense of accomplishment. The ranking of this "sense of accomplishment" reward, clearly intrinsic in nature, was the dependent variable in the analyses. Results showed that having more education produced the highest ranking of the dependent variable. Having a father with more education and being white were also significantly associated with placing high value on intrinsic reward. Being older and having a father with a higher prestige occupation were also associated with intrinsic reward, while sex and the number of persons in the household were not related to this value. The findings indicate that the major determinant of the value placed on intrinsic job reward is pre-employment experience. Efforts to increase both individual and organizational outcomes by providing intrinsic rewards may not be successful for all types of workers. (JAC)

ED 247 489 CG 017 649

O'Loughlin, Dan
The Role of the Father in the Development and Treatment of Childhood Disturbances.

Pub Date—19 Apr 84
Note—13p.; Paper presented in the symposium, "Theoretical and Empirical Perspectives on Resistance in Family Therapy" at the Annual Meeting of the Southwestern Psychological

Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Antisocial Behavior, *Child Development, Children, Elementary Secondary Education, *Emotional Disturbances, *Fathers, Literature Reviews, Parent Child Relationship, *Parent Role, Personality Development, Psychological Patterns, Psychotherapy, Self Esteem

One factor consistently overlooked in the literature of both empirical research and treatment intervention strategies is the role of the father in the development and treatment of childhood disturbances. In declaring the mother-child relationship as the setting within which childhood disturbances occur, researchers assumed that the father was almost an irrelevant entity in the child's world. A review of the literature on the father's role shows four areas most relevant to childhood disturbances: (1) self esteem and personality adjustment; (2) anxiety and maladjustment; (3) impulse control and social consciousness; and (4) antisocial behavior. These results suggest that the father-child relationship is at least as important as the mother-child relationship. Three factors make a case for including the father in the treatment of the troubled child. First, although the nature of the family is undergoing drastic changes, the father continues to hold a central position in the two parent family. Second, his participation in family therapy is associated with successful treatment outcome. Third, the father has been found to be the most difficult family member to engage in family therapy and is most often the reason families drop out of treatment. (JAC)

ED 247 490 CG 017 650

Brown, Sandra A. Berger, Barry
Predicting Alcohol Treatment Outcome: Using Expectancy to Enhance Prediction.

Pub Date—May 84
Note—15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Adults, *Alcoholism, Drinking, *Expectation, Males, *Predictor Variables, Program Effectiveness, Stress Management

Identifiers—Abstinence, *Treatment Outcomes
Research in the field of alcohol abuse evidences a long history of attempts to predict outcome from alcohol treatment programs: using situational and intrapsychic factors. To investigate whether alcohol reinforcement expectancies are related to drinking behavior, 42 male veteran graduates of an inpatient alcohol treatment program were interviewed 1 year after program completion. A significant resource person for each subject (wife, girlfriend, or family member) was also interviewed. The interviews involved an assessment of drinking behavior and social functioning. Expectancies were compared to traditional predictors of alcohol treatment outcome for effectiveness in predicting abstinence. An analysis of the results showed that low levels of stress, higher levels of social support, and living with family members were the best predictors of abstinence, accounting for 55% of the variance of the outcome measure. However, overall abstinence was best predicted by lower expectancies of relaxation/tension reduction from alcohol consumption. These findings suggest that the definition of outcome is an important consideration when examining treatment recommendations. (Author/BL)

ED 247 491 CG 017 651

Jackson, Dorothy J.
Career Status of Graduates: Implications for Human Development.

Pub Date—21 Mar 84
Note—20p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Career Planning, Careers, *College Graduates, *Employment Level, Ethnicity, Higher Education, Individual Development, Individual Needs, Job Search Methods, Sex Differences

Identifiers—University of Houston TX
Graduates' perceptions of their education and

their success in the marketplace can provide measures of institutional effectiveness. To assess graduates' attitudes towards their education and to determine their career status and vocational success, 1,213 University of Houston graduates were sent a survey questionnaire. An analysis of the results (65% response rate) showed that overall, 90% of the graduates were satisfied with the University but that minorities were less satisfied with their major fields of study than were non-minorities. The five most common job search strategies were networking, phone/walk-in, want-ad, campus recruitment, and employment agencies. Campus recruitment was most effective for women, while networking was most effective for men. Non-minority graduates used networking much more effectively than minority graduates, and obtained higher salaries from their business contacts. Slightly more males than females were employed, though more males were continuing their education. The median salary for all respondents was \$20,252, with females receiving a median salary of \$17,200, and minority graduates receiving a median salary of \$19,300. More than twice as many minority graduates (15%) and four times as many noncitizen graduates (24%) were unemployed as were non-minorities (6.5%), except for Native Americans (0%) and Mexican Americans (5.7%). These findings suggest that tailoring programs to meet individual needs may permit a more effective transition to the workplace. (BL)

ED 247 492 CG 017 652

Sanus, Victor D.
Mourning, Wartime Bereavement and Psychopathology: Cross-Cultural Findings.
Spons Agency—City Univ. of New York, N.Y. City Coll.

Pub Date—5 Apr 84

Note—71p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, April 6-9, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Cross Cultural Studies, *Cultural Differences, *Death, *Emotional Response, Family (Sociological Unit), *Grief, Psychopathology, *War

Identifiers—*Israel

War bereavement has excruciating consequences for the families of victims. To examine the cultural differences in mourning, wartime bereavement, and psychopathology among United States and Israeli families, 20 American families of soldiers who died in the Vietnam War and 20 Israeli families of soldiers who died in the Yom Kippur War were interviewed. Analysis of the results showed that the effect of the loss of a son or husband was affected by the kind of war in which these countries were involved. In Israel, young and old had to fight and more children tended to become fatherless, adding to the distress of the mothers. As opposed to American families, practically all Israeli families expressed their sorrow quite overtly. In Israel, there was a greater denial of the death through magical acts and thoughts than in the United States. Neither group felt particularly negative about the enemy; however, Israelis were pessimistic about the future and as a result tended to have more than three children, assuming one would be lost to the war. (The questionnaire is appended.) (BL)

ED 247 493 CG 017 653

Castaneda, Gloria G. And Others
Holland's Types: A Cross-Cultural Comparison of Parents and Offspring.

Pub Date—19 Apr 84

Note—14p; Paper presented at the Annual Convention of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Blacks, *Career Development, College Students, Cultural Background, Developmental Tasks, *Ethnicity, Higher Education, Mexican Americans, Occupational Aspiration, *Parent Influence, *Personality Traits, Whites
Identifiers—*Hollands Theory of Occupational Choice

Studies of the effects of parental occupation on offspring's vocational aspiration or choice have shown that family variables contribute to the development of occupational personality types. To investigate

the congruence between parent and offspring Holland occupational personality type codes, and to assess the variations of this congruence across three ethnic groups, 51 Black, 57 White, and 48 Mexican American college students completed a questionnaire about themselves and their parents. Parental occupation and offspring major were coded according to one of Holland's six personality types, i.e., realistic, investigative, artistic, social, enterprising, or conventional. An analysis of the results showed that no statistically significant differences existed across the three groups with respect to parent and offspring Holland codes. If these findings can be replicated in larger samples using more powerful measures of Holland type, then it may be possible to conclude that the developmental principles which create a vocational personality in childhood may proceed without regard to ethnic identification (at least for the three ethnic groups sampled in the present investigation). (BL)

ED 247 494 CG 017 654

Suzman, Steve And Others

Physical Attractiveness Stereotypes about Marriage: Attractiveness Matching Is Good.

Pub Date—Aug 83

Note—20p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, Conformity, Higher Education, *Interpersonal Attraction, Marital Satisfaction, Marital Status, *Marriage, *Physical Characteristics, Social Attitudes, *Stereotypes

Previous research on physical attractiveness stereotypes about marriage have used stimulus individuals in isolation. To examine these attractiveness stereotypes using couples as targets, 72 college students (36 females, 36 males) rated eight photographs of four male-female couple types. Members of each couple were either matched (attractive male/female, unattractive male/female) or different (unattractive male/attractive female, attractive male/unattractive female). Judgments were obtained on the couples' likelihood of marital success, compatibility, parental competence, and sexual involvement. An analysis of the results showed that couples matched in attractiveness were seen as being more likely to be successful, compatible, and parentally competent than unmatched couples. The attractiveness of individual couple members had no such effect on these items. Relatively attractive male and female couple members were also perceived as being more sexually active than unattractive individuals. These results tend to support a "matching is good" marital stereotype, which implies that perceptions of others' social happiness and success are not determined solely by ascribed physical attributes, that others are seen as achieving a more desirable status if they are seen as conforming to the matching stereotype. (BL)

ED 247 495 CG 017 655

Piotrowski, Chris

Locus of Control, Field Dependence-Independence as Factors in Learning and Memory.

Pub Date—84

Note—15p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Field Dependence Independence, Individual Differences, *Learning Processes, Literature Reviews, *Locus of Control, *Memory, *Research Needs

The focus of research on cognitive processes has shifted toward an examination of the relationship between memory and interindividual differences of personality. A review of the research on two such personality traits (i.e., locus of control and field dependence-independence) shows that studies of locus of control as a factor in learning and memory have been concerned with verbal conditioning, awareness, demand characteristics, and levels of anxiety. Generally, internals when compared to externals were more prone to be aware of informational strategies for successful completion of tasks, less susceptible to experimenter influence, and more superior on retention/recognition in non-stressful situations. On the other hand, in threatening or high anxiety provoking situations, internals appeared to utilize repressor mechanisms and thus showed a decrement in information retention/recognition when compared to externals. In studies on field dependence (FD) and field independence (FI), it was found that FI individuals tended to engage in a hypothesis-testing, participant role in learning. They

seemed to function on intrinsic motivation and were perceptive of the nonsalient cues in acquiring information relevant to the task. On the other hand, FD individuals tended to ignore nonsalient cues in the field and seemed to be motivated by extrinsic rewards. They were susceptible to social influence and tended to comply and conform to experimenter demands. Also, in stressful and/or threatening circumstances, FD individuals appeared to utilize repression and thus exhibited inferior or distorted recall. (The final portion of this review proposes research strategies and research topics for both locus of control and field dependence-independence studies as they relate to learning and memory.) (BL)

ED 247 496 CG 017 656

Elderly: Alcohol and Drugs. Hearing before the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, First Session (Port Richey, Fla.)

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Report No.—Comm-Pub-98-431.

Pub Date—7 Dec 83

Note—53p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Aging (Individuals), *Alcoholism, *Community Services, Drug Rehabilitation, *Drug Use, *Gerontology, Health Needs, Hearings, *Older Adults

Identifiers—Congress 98th

This document contains prepared statements and witness testimony from the Congressional hearing on the elderly and alcohol and drug use. Opening statements are given by Committee on Aging representatives Edward Roybal and Michael Bilirakis. Witness testimony is given by representatives of the University of South Florida Gerontology Center; the Human Development Center of Pasco, Inc.; Operation PAR; the Florida Mental Health Institute; Jack Eckerd Corporation (pharmaceutical services); and medical doctors. Topics which are covered include incidence reports within the community and institutional settings, barriers to services, treatment modalities and programs, and financial demands and medical concerns with an elderly population. Private testimony and case studies conclude the document. (BL)

ED 247 497 CG 017 657

Burke, Deborah And Others

Semantic Priming during Sentence Processing by Young and Older Adults.

Spons Agency—National Inst. on Aging (DHHS/NIH), Bethesda, MD.

Pub Date—Nov 83

Grant—NIA-1-R01-AG0452

Note—20p; Paper presented at the Annual Scientific Meeting of the Gerontological Society (36th, San Francisco, CA, November 22-23, 1983).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Aging (Individuals), Cognitive Processes, *Comprehension, Gerontology, *Language Processing, Older Adults, *Retention (Psychology), *Semantics, Young Adults

Two divergent views of linguistic ability in adulthood currently exist. One view maintains that verbal ability is preserved in old age, while the other view maintains that verbal ability declines, especially comprehension. To analyze the effects of semantic priming during sentence processing by 30 younger adults (mean age, 25 years) and 30 older adults (mean age, 69 years), three studies were conducted. In the first study, lexical decision latencies for words that were related to a preceding sentence were examined. In the second study, the position of the priming word for the lexical decision target was varied. In the third study, subjects read a sentence which was constructed to bias a particular semantic feature of a target word in a sentence, or no particular feature. In the first experiment no evidence of age-related changes in semantic priming processes, which are believed to be a fundamental component of comprehension, were found. In contrast, older adults did have more difficulty than younger adults in remembering the sentences they had read. In the second experiment no evidence of age-related changes in the nature of semantic processes were found. However, there was some indication of possible age changes in the temporal course of these processes. Finally, data from the third study

demonstrated quite clearly that older adults did spontaneously make inferences during reading. These studies point out the importance of using appropriate techniques to separate semantic and retention processes in the study of comprehension. (BL)

ED 247 498 CG 017 660
Manatt, Marsha

Parents, Peers, and Pot—II: Parents in Action.
Pacific Inst. for Research and Evaluation, Lafayette, CA.

Spons Agency—National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—DHHS-(ADM)-83-1290

Pub Date—83
Contract—NIDA-271-78-4655
Note—172p.; For the predecessor to this publication, "Parents, Peers, and Pot" (1979), see ED 185 485.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adolescents, *Community Organizations, *Drug Abuse, *Drug Education, *Parent Participation, *Parent Role, Parents, Prevention, Secondary Education, State Agencies

This book traces the progress of the parent movement for drug-free youth, and describes a set of varied approaches to drug problems. Chapter 1 focuses on the actions of the city of Atlanta, Georgia in confronting drug problems and shows how that initial parent activism contained the seeds of the current national movement. Chapter 2 documents the evolution of the parent movement in Florida. The statewide ramifications of one family's actions to fight drug-abuse are presented. Chapter 3 focuses on the role of parental concern, grassroots activism, and community leadership in fighting drug abuse in the rural communities of Indiana. Chapter 4 presents the innovations in parent activism in the affluent suburban communities of southern Connecticut. Chapter 5 focuses on the parent organized door-to-door campaign in Omaha, Nebraska. Chapter 6 describes parent networking in Nassau County, New York. Chapter 7 presents the programs developed in the inner city black neighborhoods of Washington, D.C. Chapter 8 describes a statewide "war on drugs" project which took place in Texas. Chapter 9 features a California program which focuses on peer influence as a motivator for a drug-free lifestyle. The book concludes with two appendices: the goals, objectives, and guidelines of Unified Parents of America, and guidelines for how to give a successful party for teenagers, developed by Parents Who Care. (BL)

ED 247 499 CG 017 661

Targeting Scarce Resources under the Older Americans Act. Hearing before the Subcommittee on Aging of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session on Examination of the Targeting of Services Needed to Maintain Economic and Social Independence of Older People as Mandated in Title III of the Older Americans Act.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Pub Date—15 Nov 83

Note—294p.; Some pages may be marginally legible because of small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Financial Support, Hearings, *High Risk Persons, *Human Resources, Individual Needs, *Legislation, *Older Adults, Resource Allocation

Identifiers—Congress 98th, *Older Americans Act 1965, Reauthorization Legislation

This document presents prepared statements and witness testimony from the Congressional hearing on the Older Americans Act. An opening statement by Senator Charles Grassley, subcommittee chairman, contains a brief overview of the Older Americans Act. An extensive statement on the proposed targeting of services mandated under Title III of the Older Americans Act is given by representatives of the Office of Human Development and the Administration on Aging. Information is given on demographics, issues involved in targeting services, service needs, financial considerations, eligibility requirements, and local initiatives. Witness testimony

is given by representatives of ethnic and racial groups, state and federal agencies on aging and nutrition, and university gerontology departments. Topics which are covered include health needs of the elderly, health needs of the minority elderly, community and national program efforts, local economic needs for program survival, and targeting policy options and suggested mandates. The document concludes with articles and publications on the 1984 Older Americans Act amendments, and the text of the questions of Senator Grassley along with witness responses. (BL)

ED 247 500 CG 017 662

Hacker, T. Anthony And Others
Social Skills, Attractiveness and Gender: Factors in Perceived Social Support.

Pub Date—Apr 84
Note—14p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984). For related document, see CG 017 637.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Higher Education, *Interpersonal Attraction, *Interpersonal Competence, Perception, *Self Evaluation (Individuals), *Sex Differences, Social Behavior, *Social Support Groups

Little research has focused on the particular characteristics necessary to gain and retain social support. To examine whether individuals' differing social support level could be differentiated on social skill level and physical appearance, and if these differences apply equally to males and females, 168 college students (84 males, 84 females) were randomly paired and videotaped in two dyadic situations with a same sex partner. Subjects also completed the Loneliness Questionnaire, a social situations story completion task, and self/partner evaluations. An analysis of the results showed significant differences in the social skills of subjects high and low in social support. People who described themselves as low in number of social supports were less favorably evaluated by their partners than were those subjects high in social support. Higher social competence levels were associated with a higher level of social support. The results also indicated sex differences in social behavior and in self-appraisal of social skills. Women were found to be significantly more socially skilled and were rated as being more physically attractive than men. The various self-report and behavioral measures of social skills were significantly interrelated. The results help to delineate the dimensions of social support by demonstrating the relationship between social support and social skill. (Author/BL)

ED 247 501 CG 017 663

Hutchinson, Roger And Others
Counseling in Middletown, U.S.A.: Client Outcomes as a Function of Demographic and Intake Variables.

Pub Date—5 May 84
Note—18p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adults, Age, *Counseling Effectiveness, *Counseling Services, *Counselor Evaluation, Demography, Employment Level, Participant Satisfaction

Identifiers—*Treatment Outcomes

Intake and demographic data from 1,137 clients of a community outpatient clinic in Muncie, Indiana, also known as Middletown, U.S.A. in the Lynd and Lynd study (1937), were studied in relation to client-reported outcome variables: counseling outcome, evaluation of counselor, and willingness to return for counseling. Results of regression analyses indicated that intake data explained significant portions of variance in these three outcome factors. The nine predictor variables entering the regression equation for factor 1 (counseling outcome) accounted for a total of 76% of the variance of that factor, while 61% of the total variance of factor 2 (evaluation of counselor) was accounted for by four variables. The third factor (willingness to return to counseling) consisted of three items which accounted for 54% of its total variance. The variables of income, sex, and socioeconomic status were not found to be significantly related to the three outcome factors, while age, employment status, and educational level were

all significantly related to at least one of the outcome factors. These results will assist in assessing the effectiveness and relative strengths and weaknesses of counseling clinics. (Author/BL)

ED 247 502 CG 017 664

Meehan, Anita M. Overton, Willis F.
Do Females Expect to Fail on Piagetian Spatial Tasks?

Pub Date—Apr 84
Note—19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Expectation, *Failure, *Females, Higher Education, Performance, *Sex Differences, *Spatial Ability

Identifiers—*Piagetian Tasks

Males have consistently been noted to perform better than females on Piagetian horizontal and verticality tasks. To examine whether females are less competent than males or whether mediating variables influence females' performance, 42 male and 42 female college students performed horizontal and verticality tasks. Subjects also rated their expectancies for both success and failure on the tasks and their perceptions about the scientific/mathematical nature of the tasks. An analysis of the results showed that females performed more poorly than male subjects on both tasks and had lower expectancies for successful task performance. Individuals with lower expectancies for success tended to have lower task scores. When expectancies about performance were partialled out, the amount of horizontal variance explained by gender was reduced by 60% and the sex difference in performance was not significant. For verticality, while the sex difference remained significant with expectancies partialled out, there was a 40% reduction in the proportion of variance explained by gender. These findings support the view that expectancies mediate performance on these tasks. The sex difference in expectancies could not be accounted for by perceptions of the tasks as scientific/mathematical. Nor were ratings of the tasks as scientific related to actual task achievement. Performance on the horizontal and verticality tasks was moderately correlated for both sexes, indicating that the two concepts do tap the same underlying Euclidean structure. (Author/BL)

ED 247 503 CG 017 665

Sauer, G. C. Jr. And Others
Planning for the Vocational Implications of Head Trauma.

Spons Agency—Texas Tech Univ., Lubbock.
Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (30th, New Orleans, LA, April 19-21, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Counseling, Case Studies, *Counselor Role, Interest Inventories, Patients, *Vocational Evaluation, *Vocational Interest, *Vocational Rehabilitation

Identifiers—Adjective Checklist (Gough and Heilbrun), *Head Injuries, Neuropsychology, Problem Checklist, Self Directed Search

A model using career interest test results and career specific information to formulate vocational recommendations was tested on four head trauma patients who had been involved in car or motorcycle accidents at least 2 years before. As part of a psychological evaluation, patients completed the Self Directed Search (SDS), the Adjective Checklist (ACL), and the Problem Checklist (PCL). A structured interview was also conducted. Results showed that, overall, the Self Directed Search was foremost in offering several markers around which further recommendations and vocational explorations could focus. The PCL indicated problems only in a gross sense, underemphasizing attention, memory, and interpersonal and organizational problem areas. Too many items or scales hindered the utility of the ACL. The findings suggest the need for early vocational data collection and consistent follow-up procedures. By reviewing the SDS indices and assessing premorbid career adjustment, those at risk for non-return to work could be identified. At a later date the PCL and a brief interview could be administered if vocational adjustment problems appeared. (Case

studies for the four patients are included.) (JAC)

ED 247 504 CG 017 666

Ford, Robert C.

Counseling Strategies for Ethnic Minority Students.

University of Puget Sound, Tacoma, Wash.
Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

Pub Date—Nov 83

Note—43p.

Pub Type—Guides - Non-Classroom (055) —

Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, College Students, *Counseling Techniques, *Counselor Client Relationship, Cultural Traits, Ethnic Relations, Higher Education, Intercultural Communication, Mexican Americans, *Minority Groups, School Counseling, *School Counselors, Secondary Education, Secondary School Students

Identifiers—*Cross Cultural Counseling

For years a communication gap has existed between minority students of high school and college levels and white counselors assigned to provide services to them. Although many counselors would like to counsel according to the democratic standards of their training, most bring to counseling a variety of biases, habits, and reactions which consciously or unconsciously affect the counseling relationship. This paper presents a collection of information, experience, and opinion which attempts to broaden counselors' awareness of the needs and concerns of ethnic minority students. Specific counseling approaches and techniques are discussed to help provide more relevancy to minority students in ways that do not alienate them. Generalized findings are provided in psychological and cultural areas for four American ethnic minority groups: Asian-Americans, Black Americans, Mexican-Americans, and Native-Americans. Documented research information and experiential reports are included. The paper concludes with a brief review of overall psychosocial patterns which exist in the makeup of ethnic minority students, and describes steps important in practicing each of the following three specific approaches recommended for use with minority students: (1) reality therapy; (2) behavior therapy; and (3) systemic counseling. (JAC)

ED 247 505 CG 017 667

Samuel, William. And Others

Effects of Reading about a Crime Having Minor or Severe Consequences on Externality and Attributions of Responsibility.

Pub Date—Apr 83

Note—42p; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, College Students, *Crime, Higher Education, *Locus of Control, *Responsibility, Student Attitudes

Identifiers—*Blame

In an attempt to replicate an earlier study of attribution of responsibility (Experiment 2 of Samuel et al., 1981), this research utilized a case study describing an 18-year-old named Johnny who tripped and fell while shopping at a store from a sporting goods store; the gun fired, inflicting either minor or critical injuries on a nearby customer. In the present experiment, the case study was modified to include a new variable—prior conviction—and Johnny was said to have either no police record or a prior conviction for theft. Results showed that responsibility attributed to Johnny, a salesman who had been demonstrating the gun, the customer who was wounded, and a bystander customer significantly increased as a function of severity of consequences in the No Prior condition. In the Prior condition, however, attributed responsibility significantly decreased as a function of accident severity. A "fair" sentence assigned to Johnny was significantly influenced by both independent variables such that he received the longest sentence in the Severe-Prior condition and the shortest sentence in the Minor-No Prior condition. Subjects' (N=106) locus of control beliefs on a post-administered locus of control (I-E) scale were significantly more "external" when accident consequences were severe rather than minor. In order to further explore the latter phenomenon, the study

was replicated using a group (N=137) receiving pre-administration of the I-E scale. As expected, this group's I-E scores were unaffected by the experimental manipulations, but their preliminary exposure to the scale appeared to sensitize them to the contents of the case study. As compared to the post-administration group, they were motivated to be relatively lenient toward Johnny and lacking in empathy toward the wounded and bystander customers. (Author/JAC)

ED 247 506 CG 017 668

Dole, Arthur A. And Others

Counselor Retrospections and Supervisor Cognitions: A Case Study.

Pub Date—Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Congruence (Psychology), Counselor Attitudes, Counselor Performance, Counselor Training, Graduate Students, Measurement Techniques, Practicum Supervision, *Recall (Psychology)

Identifiers—*Counselor Supervisors, *Interpersonal Process Recall

Since Kagan (1963) developed interpersonal process recall more than 20 years ago, there has been continuing interest in the thought processes of practitioners. A case study approach was used to analyze the retrospections of a graduate student counselor and the cognitions of an experienced supervising psychologist about a counseling session with a 10-year-old disturbed boy. When coded independently on six dimensions, the supervisor's cognitions did not differ significantly from the counselor's retrospections. Both stressed present time, in-session and internal events, and both were professional rather than personal in orientation, and predominantly critical. These findings are consistent with the fact that the counselor and supervisor had had a close working relationship for several years. In contrast, when the supervisor listened to a tape of another counseling student, responses differed qualitatively and quantitatively. The findings suggest that interpersonal process recall can be applied objectively to the supervisory process. (JAC)

ED 247 507 CG 017 669

Rapaport, Ross J.

Test Anxiety and Causal Attributions Following

Success and Failure in an Achievement Situation.

Pub Date—May 84

Note—33p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (35th, Chicago, IL, May 3-5, 1984). This research is part of the author's doctoral dissertation.

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, Cognitive Ability, College Students, Failure, Higher Education, Performance Factors, Success, *Test Anxiety

High-test-anxious individuals have been found to perform less well on cognitive tasks than others of comparable ability. To investigate the relationship between test anxiety and causal attributions following success and failure in an achievement situation, 200 introductory psychology students completed the Test Anxiety Scale (TAS) and were randomly assigned to a success or failure condition involving an anagram task. Analysis of results showed that test anxiety was significantly correlated with items constructed to measure causal attributions. High-test-anxious subjects believed that when they failed, they did so because of a general lack of ability. Regardless of condition, high-test-anxious subjects attributed their performance to finding most tasks difficult. They reported that their performance was caused by exerting more effort following failure, bad luck following success, being in worse moods after success, and experiencing more time pressure. Thus, negative cognitive and emotional components, in addition to worry, off-task thinking, and emotional arousal, appear characteristic of the high-test-anxious person's experience. The findings suggest that test anxiety also includes a tendency to personalize failure, minimize success, and in general to experience testing situations negatively. (Author/JAC)

ED 247 508 CG 017 670

Kaplan, Martin F.

Modifying Moral Reasoning.

Pub Date—Jun 84

Note—14p; Paper presented at the Conference on Justice and Law (Nags Head, NC, June 10-15, 1984).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Stages, High School Freshmen, High Schools, *Moral Development, *Moral Values, Outcomes of Education, Research Methodology, Value Judgment

Identifiers—*Information Integration Theory,

*Moral Reasoning

The application of Information Integration Theory (Anderson, 1981), a general model of social judgment, overcomes shortcomings in the evaluation of moral development by offering a clear distinction between moral values and reasoning. To test the applicability of Anderson's theory to moral development research, two experiments were conducted using high school freshmen who were given eight written standard moral dilemmas to respond to. In experiment 1, students who had just completed a moral decision making training program (N=64) were compared to controls (N=64). In experiment 2, students (N=32) were subjected to a cognitive reasoning training program designed to increase use of relativistic weighting with nonmoral social judgment tasks. The effect of training on moral reasoning was determined for these students, as compared to a control group (N=32) that had not had the training program. In experiment 1, trained students responded more strongly toward the moralistic choice and showed less configuration or relativity in considering rationales than non-trained students. Trained subjects were not more influenced by postconventional rationales and were not less influenced by conventional or pre-conventional rationales. In experiment 2, trained subjects weighted the cost of helping more after discussions than before. There was no tendency for trained subjects to choose more moral alternatives. In general the information integration approach provided a powerful means of separating reasoning from values. (JAC)

ED 247 509 CG 017 671

Ross, Steven M. Todt, Ellen H.

Further Clinical Validation of the Binge-Eating

Scale.

Pub Date—Apr 84

Note—9p; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anorexia Nervosa, Cognitive Style, Emotional Disturbances, Females, Measurement Techniques, Psychological Patterns, *Test Validity

Identifiers—Binge Eating, *Binge Eating Scale,

*Bulimia, Cognitive Factors Scale

Previous research has shown significant correlations between the Binge Eating Scale (BES) and the Cognitive Factors Scale (CFS) using obese subjects who were not selected based on criteria for eating disorders. To determine if similar relationships between binge severity and cognitive factors would hold for subjects who did meet the criteria for bulimia, anorexia, or both, and to determine if the BES would discriminate between those who report bingeing and those who do not, 48 female subjects were interviewed and given a battery of psychological tests including the BES and CFS. Analysis of results showed that anorexic subjects scored significantly lower on the BES than bulimics or bulimic/anorexic subjects. Significant correlations were found between binge eating and cognitions of personal dieting standards and dieting self-efficacy. Subjects' greater tendency to binge was related to more stringent standards and to a lower sense of personal efficacy in sticking to a diet. The findings add to the concurrent validity of the BES since subjects who had high rates of bingeing as part of the criteria for their diagnosis (bulimia and bulimia/anorexia) scored higher than anorexics, who binge to a lesser degree, and therefore do not have bingeing as part of their diagnostic criteria. (JAC)

ED 247 510 CG 017 672

Heesacker, Martin

Counseling Pretreatment and the Elaboration

Likelihood Model of Attitude Change.

Pub Date—May 84

Note—8p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attitude Change, College Students, Counseling Techniques, *Counseling Theories, *Counselor Characteristics, Higher Education, Student Interests

The importance of high levels of involvement in counseling has been related to theories of interpersonal influence. To examine differing effects of counselor credibility as a function of how personally involved counselors are, the Elaboration Likelihood Model (ELM) of attitude change was applied to counseling pretreatment. Students (N=256) were assessed as either highly ego involved or less ego involved with respect to dating and social skills counseling or career counseling. Subjects were then exposed to a counseling pretreatment intervention promoting participation in either a dating and social skills counseling group or a career planning program. The quality of the intervention and the credibility of the counselor presenting it were varied. Results showed that as ego involvement increased, so did attitudes regarding the personal benefit that subjects would receive from the counseling. As intervention quality increased from weak to strong, so did attitudes regarding personal benefit. Subjects exposed to the low credibility counselor differentiated strong from weak argument interventions better than subjects exposed to the high credibility counselor. As intervention quality increased, so did intent to participate, although overall intention scores suggested that subjects did not intend to sign up. The overall pattern of data is consistent with the ELM, but does not easily explain Strong's (1968) Interpersonal Influence Model, which is currently the theory most often applied to the counseling context. (JAC)

ED 247 511

CG 017 673

Stone, Thomas K.

Microcomputers in Counseling.

Pub Date—Aug 83

Note—23p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Career Guidance, Computer Literacy, Computer Software, *Counseling Services, *Guidance Programs, *Microcomputers, Networks, *Professional Development, Psychological Testing, *Technological Advancement

Identifiers—*Computer Assisted Counseling

This paper describes the use and challenges of microcomputers in guidance and counseling. Following introductory remarks on the technological advancement of computers and their impact, currently available career guidance systems, testing systems (including psychological testing, interviewing, and test preparation), administrative systems, and personal counseling systems are itemized. Each listing contains a brief annotation and the microcomputer for which the software is designed. Issues which have been raised by the growing attention to the use of microcomputers in counseling are discussed, including quality of programs, cost, theoretical assumptions, context of use, approach-avoidance behavior, confidentiality, and how to get started. Challenges to the profession, (e.g., literacy, knowledge of software, and application designs) are discussed. The paper concludes with proposals for state and national level leadership tasks and roles. (BL)

ED 247 512

CG 017 674

Ideas that Work: A Compendium of Guidance

Program Practices K-12.

New York State Education Dept., Albany. Bureau of Pupil Services.

Pub Date—84

Note—346p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC14 Plus Postage.

Descriptors—Career Counseling, *Counseling Techniques, Counselor Role, *Educational Resources, Elementary School Students, *Elementary Secondary Education, *Guidance Programs, Parent Role, Secondary School Students

Identifiers—*New York

This book contains the results of the Guidance Materials Acquisition Project, initiated by the New York State Education Department in 1983. The purpose of the project was to identify and compile

kindergarten through grade 12 guidance materials and practices developed by local school districts and boards of cooperative education services. An introduction to the use of the publication includes an explanation of the New York Commissioner of Education's coding system of public school guidance services by nine major categories. In part I, over 200 practices and ideas that currently work are described briefly; they are arranged by school district under the code's nine category headings: counseling approaches, guidance programs, inservice programs, instruction in career planning, parent meetings and workshops, forms and functions, printed materials and resources, special activities and programs, and program planning and scheduling. Part II, the largest portion of the book, is presented in the five appendices. Appendix A contains supplemental materials described in part I, while Appendix B lists the materials by school district. Appendix C is a bibliography of materials available from the New York State Education Department. Appendix D is a summary of the current regulation and contrasts the old and revised regulation. Appendix E is a self-assessment checklist to help schools determine their compliance status. The book concludes with a subject index that refers the reader to the numbered entries in part I. (BL)

ED 247 513

CG 017 675

George, William H. Marlatt, G. Alan

Alcohol-Outcome Expectancies: Predicting Inter-

est in Violence and Erotica.

Pub Date—Apr 83

Note—11p; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, College Students, *Drinking, *Expectation, Higher Education, Males, *Predictor Variables, *Sexuality, *Violence

Although research has examined the content of alcohol-outcome expectancies and also the role of alcohol use in aggressive and sexual behaviors, few studies have linked the two lines of inquiry. To examine the efficacy of outcome expectancies for predicting actual behavior, 64 male social drinkers, aged 21 to 25 years, completed questionnaires and, three to five days later, participated in an experimental session. The questionnaires assessed personal effects of alcohol as well as hostility and sex guilt. Subjects were divided into two groups: "expect-alcohol" and "expect-anticipate." The groups were divided again into those who received tonic only and those who actually received the alcohol (one part vodka to five parts tonic). During the sequenced experimental session, subjects first interacted with a confederate, then consumed enough alcohol (or placebo) to become moderately intoxicated, and then rated four types of stimulus slides at their own pace. The slides depicted violence, mild erotica, violent erotica, and neutral scenery. Unobtrusive recordings were made of the time spent viewing and rating each slide. An analysis of the results showed that pre-existing expectations regarding the psychosocial effects of alcohol consumption had a clear influence on overt behavior. Specifically, expectations that alcohol enhanced aggressiveness, disinhibition, and euphoria led to increased viewing of violent and deviant slide materials, for subjects who believed that their drinks contained alcohol. In contrast, these alcohol-outcome expectancies were not predictive of viewing times for subjects who did not expect alcoholic drinks. These findings are consistent with a cognitive social learning perspective, which would support a direct link between expectancies and post-consumption behavior. (BL)

ED 247 514

CG 017 676

Dole, Arthur A. And Others

What Do Employers Want? Functions, Knowledge, and Characteristics Desired of Professional Psychologists.

Pub Date—Apr 84

Note—16p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Employer Attitudes, Employers, Expectation, Individual Characteristics, *Job Skills, *Personnel Selection, Professional Train-

ing, *Psychologists

In a time when job opportunities are changing, the opinions of those who hire and supervise psychologists are important. To determine employer preferences in psychologist selection, 105 Philadelphia administrators completed a survey (39% response) rating the importance of various functions, areas of knowledge, and personal characteristics for professional psychologists. Factor analysis of the respondents' ratings of the three categories yielded the following "essential" components: six function factors (vocational, therapy, clinical appraisal, supervision, consultation, and bio-behavioral); two characteristics factors (innovative and treatment-oriented); and six knowledge factors (psychodiagnosis, applied learning, vocational, developmental knowledge, quantitative research methods, and biological areas). The pattern of correlations were further reduced into a practitioner-oriented and a scientist-oriented grouping. These findings are consistent with national studies of counseling and clinical psychology and as such have important implications for education, graduate students, and employers. A table shows the details of survey results. (Author/BL)

ED 247 515

CG 017 678

Room, Robin, Ed. Collins, Gary, Ed.

Alcohol and Disinhibition: Nature and Meaning of

the Link. Proceedings of a Conference (Berkeley/Oakland, California, February 11-13, 1981).

Research Monograph No. 12.

Spons Agency—National Inst. on Drug Abuse

(DHHS/PHS), Rockville, Md.

Report No.—DHHS(ADM)-83-1246

Pub Date—83

Grant—NIAAA-AA-03524

Note—519p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Collected Works—Proceedings (021)—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF02/PC21 Plus Postage.

Descriptors—Aggression, *Alcoholism, Antisocial Behavior, *Behavior Change, Behavior Patterns, *Cultural Influences, *Social Attitudes, *Social Control

Identifiers—*Disinhibition

These conference proceedings consider the major lines of evidence on the nature and locus of the alcohol-disinhibition link. The first day's papers, commentaries and discussions are centered on physiological and behavioral links; social-psychological research; historical ideas on alcohol, crime, and accidents; and anthropological perspectives on cultural differences. The proceedings from the second day of the conference focus on perspectives on disinhibition in American society. Presentations address general population views on the effects of alcohol, alcohol as an explanation for failure, aggression in subcultures, and drinking and disinhibition in popular culture. The third day's presentations focus on disinhibition and social control. Attention is given to alcohol's role in power relationships and criminal behavior. The proceedings conclude with a discussion of the implications of the presentations for future research and action. General discussion references are appended. (BL)

ED 247 516

CG 017 679

El-Zahhar, Nabil Hoccar, Dennis

Anxiety, Arousalability and Neuroticism.

Pub Date—84

Note—22p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Arousal Patterns, Discriminant Analysis, High Schools, High School Students, *Neurosis, *Test Validity

With the availability of so many definitions of and assessment devices for anxiety, researchers have stressed that the dimensionality of anxiety needs further investigation. To examine the dimensionality of three components of anxiety (trait anxiety, arousalability, and neuroticism) two studies were conducted. In the first study, 123 high school students completed the Eysenck Personality Inventory (EPI), which measures neuroticism, and Mehrabian's measure of stimulus screening (arousability). Factor analysis showed that arousalability comprised two factors: emotionality and arousalability. In the second study, 143 high school students (63 males, 83 females) completed an inventory that measured four factors: neuroticism, arousalability,

emotionality, and anxiety. The 60 assessment items were compiled from the State-Trait Anxiety Inventory (Spielberger, 1970), the EPI, and Mehrabian's measure. An analysis of the results showed a high correlation between two of the factors, (neuroticism and emotionality), and therefore yielded a three-factor model of anxiety, encompassing neuroticism/emotionality, anxiety, and arousalability. The results support the discriminant validity of the three constructs. (BL)

ED 247 517 CG 017 680

Seligman, Linda
Strategic Family Therapy: A High-Technology Approach.

Pub Date—Mar 84

Note—12p; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Effectiveness, *Counseling Objectives, *Counseling Techniques, Family (Sociological Unit), *Family Counseling, *Family Problems, Mental Health, State of the Art Reviews

Identifiers—Life Transitions, *Strategic Family Therapy

Historically, family counseling grew from a focus on the individual to an emphasis on the importance of the entire family as the unit of treatment and the structure of the family as the key ingredient in family functioning. Strategic family therapy (SFT) has evolved from these traditional intervention approaches to the use of a brief, directive, problem-focused approach to address the presenting concern of the family. According to SFT, six attributes characterize a functional and healthy family (parents in control, flexibility, caring and emotional support, individualization within the family, semi-permeable family boundaries, and clear, direct communication). All types of families and problems are suitable for strategic family therapy. Transitions are viewed as the major cause of family difficulties, with symptom removal being the primary goal of treatment. Techniques used in SFT include advice; assignments; confrontation; and paradoxical directives, intentions, and interventions. The counseling process is short-term (10 sessions) involving seven phases from problem presentation to treatment to outcome evaluation. (BL)

ED 247 518 CG 017 681

Smart, Reginald G. And Others

Preliminary Report of Alcohol and Other Drug Use among Ontario Students in 1983, and Trends since 1977.

Alcoholism and Drug Addiction Research Foundation, Toronto (Ontario).

Pub Date—83

Note—68p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Differences, College Students, *Drinking, *Drug Use, *Elementary School Students, Elementary Secondary Education, Foreign Countries, Higher Education, *High School Students, Marihuana, Sex Differences, Tobacco, Trend Analysis

Identifiers—*Ontario

Since 1977, alcohol and drug use among Ontario students has been studied every 2 years. To examine the patterns of alcohol and other drug use among Ontario students in 1983, a randomized sample of 5,835 students, representing grades 5, 7, 9, 11, and 13, from four geographical regions, completed an anonymous questionnaire. An analysis of the results showed that, as in previous surveys, the most prevalent use of drugs was alcohol, followed by tobacco and cannabis (such as marihuana). Most types of drugs, except for glue and other solvents, were more popular among older students (except grade 13). Also, illicit drug use, with the exception of cannabis, was still relatively infrequent among users. Only non-medical stimulant use increased between the two periods. The 1983 survey, in contrast to 1981, indicated that a slightly greater number of substances were more commonly used among males than females. This reflected significant increases in the use of six substances among males (glue, other solvents, medical barbiturates and tranquilizers, non-medical stimulants, and hallucinogens other than LSD or PCP). In contrast, no increase in drug use was found among females. (More specific drug

use patterns by age, sex, grade, and geographic regions are also described in this report. Changes in usage patterns between 1981 and 1983 are analyzed, and trends in use since 1977 and 1979 are presented.) (Author/BL)

ED 247 519 CG 017 683

Maniet, Faruq

Cognitive Complexity and Empathy in Counseling.

Pub Date—Apr 84

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Counseling, *Counseling Effectiveness, Counselor Characteristics, *Counselor Client Relationship, *Counselors, *Empathy, Higher Education, Perception, Personality Traits, Social Cognition

Identifiers—*Cognitive Complexity

Counseling is a dyadic interaction between client and counselor, in which their cognitive processes influence how they interact and communicate. To investigate the effect that a match of cognitive complexity between counselor and client has upon the counselor's empathy, 9 counselors and 27 clients participated in a study. After 7 weeks of counseling, all subjects completed an inventory of cognitive complexity, measuring five aspects of cognitive complexity: integration, differentiation, intolerance of ambiguity, intolerance of trait inconsistency, and category width. Cluster analysis was used to place the subjects into cognitively complex and cognitively simple groups. Each counselor then interviewed three clients for 28 to 38 minutes. At the end of each interview both the counselor and the client responded to an empathy inventory. The counseling interviews were audio-taped and rated by two trained judges to assess counselor empathy. An analysis of the results showed: (1) cognitively complex counselors were perceived by their clients as more empathetic than cognitively simple counselors; (2) a match between the cognitive complexity level of counselor and client did not increase the counselor's empathy; (3) clients were more accurate judges of a counselor's empathy than counselors themselves; and (4) the differentiation aspect of cognitive complexity was a more accurate discriminatory factor in distinguishing between counselors with high and low empathy scores. (Author/BL)

CS

ED 247 520 CS 007 573

Meyer, Linda A.

Teachers' Comprehension Questions: What Functions Might They Serve?

Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-81-0030

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Communication, Classroom Observation Techniques, Feedback, Grouping (Instructional Purposes), Primary Education, *Questioning Techniques, *Reading Comprehension, *Reading Instruction, *Reading Research, Teacher Behavior, Teacher Student Relationship, *Teaching Methods

Identifiers—Reading Groups

All first, second, and third grade teachers in one rural southwestern school district were observed to find out (1) what they were doing while their reading groups read stories, (2) whether they changed their teaching strategies when they changed reading groups, and (3) whether their strategies during story reading changed from grade to grade. Reading materials included Distar Fast Cycle, Distar Reading II, and basal readers. Observations were coded for the number of reading comprehension instruction statements, text-explicit questions, script questions, decoding errors, comprehension errors, and

general management. Findings revealed that teachers asked more factual questions of their lower grade and lower performing students, but reversed this pattern for inferential questions. First grade teachers asked fewer than half the number of text implicit questions that third grade teachers asked. Third grade teachers asked from six to ten times the number of script questions that first grade teachers asked. The number of reading errors the groups made held fairly constant from first grade through third grade. The biggest change in feedback took place after first grade, with teachers no longer sounding out corrections. Finally, time for story reading increased from about 7.5 minutes in first grade to almost 10.5 minutes in third grade. (HOD)

ED 247 521 CS 007 576

Jackson, Nancy Ewald. Cleland, Lynne Nelson

The Structure of Precocious Reading Ability. Spons Agency—Washington Univ., Seattle. Graduate School.

Pub Date—26 Apr 84

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Context Clues, Decoding (Reading), *Early Reading, Kindergarten, Kindergarten Children, *Learning Strategies, Metacognition, Reading Achievement, *Reading Comprehension, *Reading Research, Reading Skills, *Reading Strategies

Identifiers—*Precocious Readers

Observation has suggested that different subgroups of precocious readers might be distinguished by different patterns of strengths and weaknesses. In particular, it seems that one group of children might be distinguished by the strength of their top-down, conceptually driven processes and another by their strong bottom-up, text driven processes. To determine if these impressions of precocious readers' strategies provide a valid description of more than a few cases, 87 teacher-designated precocious readers at the kindergarten level were studied. The children completed a reading comprehension test; tests of reading, verbal ability, and short term memory; and a battery of oral reading measures. In addition, their parents completed questionnaires describing the reading histories and reading habits of their children. Results indicated that precocious readers were especially adept at tasks that drew on processes above the individual word level. However, any generalizations about this group must be tempered by consideration of individual differences within the group. (FL)

ED 247 522 CS 007 602

Anderson, Gordon S.

Handbook for a Self-Programmed Reading Diagnostic/Remediation Approach.

Pub Date—Apr 84

Note—40p; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Inservice Teacher Education, Miscue Analysis, Program Content, Programmed Instruction, *Reading Diagnosis, Reading Teachers, *Remedial Instruction, Remedial Reading, *Simulation, Staff Development, *Teaching Methods

Identifiers—Whole Language Approach

Intended to help reading teachers develop and demonstrate mastery of diagnostic or remediation skills prior to or with application in a real classroom, this handbook provides simulated materials for use within a course or staff development program to supplement lectures, discussions, readings, demonstrations, and films. Following an introduction, the six sections of the handbook contain the following: (1) a description of the components of the kit, (2) a discussion of the whole language reading theory and its application, (3) procedures for using the materials described, (4) procedures for rereading miscue inventory, (5) diagnostic procedures, and (6) instructional procedures. (HTH)

ED 247 523

Poplin, Mary

CS 007 613

Redefining Learning Disabilities: An Holistic Perspective.

Pub Date—Mar 84

Note—15p; Paper presented at the Annual Meeting of the Claremont Reading Conference (51st, Claremont, CA, March 16-17, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Practices, *Educational Theories, Elementary Secondary Education, *Holistic Approach, Interdisciplinary Approach, *Learning Disabilities, Models, Opinions, Reading Difficulties, *Remedial Reading, *Special Education

After recounting a brief history of special education trends and reviewing two early models of learning disabilities, this paper calls for and describes a holistic approach to teaching students based on their abilities rather than their disabilities. It describes how psychologists of the 1960s viewed learning disabilities as a product of deficient psychological processes, and how professionals began to assess these processes. The paper proceeds to the 1970s and recounts the behaviorist theory of teaching reading by breaking the task into component parts and then teaching by curriculum objectives centered on specific tasks. Viewing the 1980s, the paper describes how cognitive strategy theories were pieced together from various other theories. Finally, it lists and describes current problems in the field—reductionist models, division of learning, and deficit-driven assessment and instruction—and proposes a holistic model for instruction that directly counters these notions. (CRH)

ED 247 524

CS 007 626

Bulcock, Jeffrey W. Beebe, Mona J.

Interpretive and Formal Models of Discourse Processing.

Spons Agency—Memorial Univ., St. John's (Newfoundland). Faculty of Education; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Mar 84

Note—46p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Discourse Analysis, *Language Processing, *Models, Reading Processes, *Reading Research, *Research Methodology, Theories

Identifiers—*Qualitative Research, *Quantitative Research

Distinguishing between interpretive and formal models of discourse processing and between qualitative and quantitative research, this paper argues that formal models are the analogues of interpretive models, and that the two are complementary. It observes that interpretive models of reading are being increasingly derived from qualitative research while formal models are equated with quantitative research, and thus the interpretive/formal modelling distinction tends to parallel the qualitative/quantitative research distinction. The paper then illustrates this view using the interpretive model and formal model versions of the discourse processing theory of reading. (Author/HTH)

ED 247 525

CS 007 658

Goldsmith, Ellen

An Investigation of the Role of Adversative Connectives in Helping Good and Poor Readers to Integrate Information in Text.

Pub Date—[82]

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Comparative Analysis, *Connected Discourse, *Language Processing, Reading Ability, *Reading Comprehension, *Reading Difficulties, Reading Instruction, *Reading Research, Reading Strategies, Sentence Structure

Identifiers—*Adversative Connectives, Reading Writing Relationship

Seventy good readers and 70 poor readers who were students at a community college participated in a study that examined the role of adversative connectives in helping students integrate information across sentence boundaries. Three functions of adversative connectives were examined: contrast or conflict, parallel points, and foregrounding information. The reading instrument consisted of 10 paragraphs of comparison-contrast taken from the "World Book Encyclopedia." In one version, the

connectives appeared in the text as they did in the "World Book," while in the manipulated version, they were deleted. One general question requiring the integration of pre- and postconnective material followed each paragraph. The writing instrument consisted of information in outline form, presenting a comparison-contrast. Directions instructed students to transform the outline into a paragraph, including all the information given and adding whatever words were necessary to communicate the information as clearly as possible. Test results showed that (1) adversative connectives aided poor readers' ability to exclude irrelevant information, (2) connectives that functioned to foreground information improved good readers' performance, and (3) poor readers who read the test version with connectives included more connectives in their written responses than poor readers who read the test version without connectives. (HOD)

ED 247 526

CS 007 659

Addison, James C., Jr.

The Lexical Cohesion of Combined and Decomposed Sentences.

Pub Date—[84]

Note—18p.

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cohesion (Written Composition), *Discourse Analysis, Language Patterns, *Lexicology, Paragraph Composition, Semantics, *Sentence Combining, *Sentence Structure, Structural Grammar, *Syntax

In order to account for the ways in which combined and decomposed sentences work, and to determine why some texts are perceived as being well-written and others are perceived as poor and ineffective, 11 texts were selected for distribution to students for ranking, all on the same topic—the Civil War. Overall, students ranked Bruce Catton's "Grant and Lee at Appomattox" as the best and it became the experimental text. The sentences in this piece were decomposed—to reduce the fluidity of the writing—and then submitted to students, who ranked the text near the middle of the 11 sample texts. Next, students read and rewrote the decomposed text, taking into account instructor recommendations regarding substitution, conjunction, and subordination. These student-recombined texts were then given to another group of students, who ranked the ones that were most like the Catton original the highest. Analysis of original and recombined texts, to discover patterns that related to the arrangement of lexical sets to good writing, was inconclusive. A survey of students to determine features that accounted for the quality of the text indicated that the words "it" and "and" are significant. It seems that the small words provide the key link between the meaning and wording systems of a language. (CRH)

ED 247 527

CS 007 676

Moser, Susan E.

Early Reading, Parents Who Want to Can and Should Help Their Children Acquire Early Reading at Home.

Pub Date—Jan 84

Note—117p; M.Ed. Thesis, Pennsylvania State University.

Pub Type—Guides - Non-Classroom (055) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Beginning Reading, *Early Reading, Family Influence, *Home Instruction, Parent Child Relationship, *Parent Role, Preschool Education, *Reading Instruction, *Reading Readiness, Reading Research, Reading Skills, Teaching Methods

Intended to encourage parents to help their children acquire early reading skills at home, this paper provides a rationale and recommendations for early reading instruction. Following an introduction, the sections of the paper discuss (1) the historical background of beginning reading, (2) the benefits of early reading, (3) early reading case studies, (4) teaching methods for early reading, (5) recommendations to parents, and (6) the implications of early reading instruction. A five-page bibliography is included. (HTH)

ED 247 528

CS 007 678

Simpson, Michele L.

Recent Research on Independent Learning Strategies: Implications for Developmental Education.

Pub Date—83

Note—9p; "Forum for Reading" is the journal of

the College Reading Improvement, a Special Interest Group of the International Reading Association.

Journal Cit—Forum for Reading; v15 n1 p22-28 Fall-Win 1983

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Programs, Educational Research, Higher Education, *Independent Study, *Learning Processes, *Learning Strategies, Reading Research, Reading Strategies, Remedial Instruction, Secondary Education, *Study Skills, Teaching Methods

Researchers are concluding that high school and college students do not have a well-balanced repertoire of effective independent learning strategies. Another line of research has focused upon the question of the "process" or the "how" underlying such learning strategies. Three insights from this research are pertinent to developmental educators. First, there is no superior learning strategy. So long as a study strategy requires the student to attend, interact, reconstruct, and elaborate upon the underlying meaning of the text, subsequent learning is generally enhanced. Second, studying is an interactive process. Students cannot be taught to study "in general" or from a general context. If they are to become successful independent learners, they must be taught how to analyze the variables that interact to affect their performances, including (1) task characteristics, (2) text characteristics, (3) learner characteristics, and (4) learner processes and strategies. Third, students cannot control or regulate the strategies. Studies suggest that no one has ever explained to students during the instructional process the real significance of the targeted strategy, or informed them about the "when," "where," and "how" in implementing each strategy. The teacher's task then is to provide not only the opportunity for students to work independently, but also to provide sufficient guidance, input, and feedback by which to develop self-regulatory ability to accompany their efforts. (HTH)

ED 247 529

CS 007 689

Gasser, Judith G.

Oral Language and Reading Comprehension: A Review from Huey to the Proliferation of the 70's.

Pub Date—Apr 84

Note—36p; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beginning Reading, *Language Acquisition, Language Arts, Language Proficiency, Learning Modalities, Models, *Oral Language, *Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, *Research Needs, Verbal Communication

Identifiers—*Reading Speaking Relationship

Since the time of E. B. Huey (1908), there have been clear indicators that oral language as a reflection of a child's linguistic ability has been clearly related to his or her reading achievement or comprehension. P. McKee (1937) and W. S. Gray (1937) both speculated that reading difficulties might parallel language deficiencies. G. Hildreth (1949) saw "linguability" as critical to the reading process. R. W. Shuy (1969) called for a new system of language arts instruction based on the child's language facility. Following E. L. Thorndike's study (1917), which found that reading comprehension was influenced by the relation of elements within a sentence, other researchers have found much the same evidence. Even with direct relationships established, researchers throughout the decades have found distinct differences between speech and reading modes. Nevertheless reading specialists have continued to stress the critical importance of oral language to reading acquisition. A number of researchers have all stressed the absolute necessity of basing reading instruction on strong oral language development. Nonetheless, coming decades will have to resolve many unanswered questions, such as: What skills are essential to oral language growth? Are quantity and quality synonymous with general language ability? and, Is there a hierarchy of language skills? Until these questions are addressed, reading theorists have a good way to go before a language-based reading model may be developed.

(HOD)

ED 247 530 CS 007 721

Pearson, P. David Tierney, Robert J.

On Becoming a Thoughtful Reader: Learning to Read like a Writer. Reading Education Report No. 50.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spotts Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-76-0116

Note—52p.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Language Processing, *Reading Comprehension, Reading Habits, *Reading Improvement, *Reading Research, *Reading Strategies, Secondary Education, *Writing Processes Identifiers—*Reading Writing Relationship

Addressing the question of how schools and teachers can foster an advanced level of reading awareness among secondary students, this paper focuses on the similarity in language used to describe recent research on both the composing process and comprehension as acts of constructing meaning. It presents a perspective on the reading/writing relationship, and argues that the thoughtful reader is one who reads as if composing a text for yet another reader who lives within. The paper states that every speech act is an action, and that every speaker and every listener is trying to get the other one in the discourse to behave in a certain way. It is noted that this perspective implies that knowing why a speaker said something is just as important as knowing what was said, and that this in conjunction with readers monitoring their own comprehension indicates that reading should be viewed as an act of composing. In this composing model of reading, the paper argues, there are key authorial roles a thoughtful reader must play: planner, composer, editor, and monitor. It also describes strategies teachers can use in the classroom to promote thoughtfulness to self (a role that encourages students to become better at drawing essential inferences from texts), thoughtfulness to an author, the suspending of judgment, and critical reading. (CRH)

ED 247 531 CS 007 724

Conte, Richard And Others

Cognitive Correlates of Reading and Spelling Patterns: An Analysis of Boder's Method of Subtyping Disabled Readers. Summary Report.

Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Dec 83

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, *Cognitive Processes, Elementary Secondary Education, *Language Processing, Measurement Techniques, Phonics, *Reading Diagnosis, *Reading Difficulties, Reading Instruction, *Reading Research, Reading Skills, *Reading Tests, Spelling, Visual Perception

E. Boder and S. Jarrico have developed a test designed to measure the cognitive deficits underlying reading disabilities, which they claim will identify two basic reader subtypes: those with deficits in auditory-linguistic processing skills (dysphonetic) and those with the inability to process visual-spatial information (dysidetic). To examine the validity of the measure, 28 reading disabled and 20 average readers between 7 and 13 years of age completed Boder and Jarrico measures that gauged visual-spatial ability and knowledge of letter-sound correspondence and two other measures of the same functions. Regression analysis was used to determine the pattern of relationships between performance on the Boder and Jarrico test and on the other two measures. Results indicated that the Boder and Jarrico test should be used with caution. While the measure was sensitive to auditory-linguistic processing, it was not to visual-spatial processing, and thus provided information on only one type of disabled reader. In addition, the age related increase in subjects' production of phonetic spellings suggested that older readers would tend to be classified as dysidetic, while younger subjects would be classified as dysphonetic. (FL)

ED 247 532 CS 007 727

Aaron, Ira E.

Comprehension in the Reading Program.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—84

Note—60p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Critical Reading, Curriculum Development, Elementary Education, Learning Theories, *Literature Appreciation, *Reading Comprehension, *Reading Instruction, Reading Research, Skill Development, Study Skills, *Teaching Methods

Intended for elementary school reading teachers, this booklet offers insight into the nature of comprehension and suggestions for enhancing children's comprehension skills. The first chapter discusses trends in comprehension research, and several specific points about the nature of comprehension and how it can best be taught. The second chapter contains clusters of comprehension skills and suggestions for instruction as follows: (1) interpreting the rules of written English; (2) enlarging meaning vocabulary; (3) reading for main ideas and details; (4) drawing conclusions, predicting outcomes, implying character traits and feelings, drawing generalizations, and drawing conclusions; (5) understanding relations; (6) interpreting figurative and special language; (7) recognizing literary types and devices; and (8) interpreting critically. The third chapter contains a rating scale for teaching responsibilities in comprehension instruction. (HTH)

ED 247 533 CS 007 730

Fleming, Delryn R., Ed.

New Frontiers in Learning. Proceedings of the Annual Conference of the Western College Reading and Learning Association (16th, Portland, Oregon, March 24-27, 1983). Volume XVI.

Western Coll. Reading and Learning Association.

Pub Date—83

Note—125p.

Available from—Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$8.00).

Pub Type—Collected Works - Proceedings (021)—Guides - Classroom - Teacher (052)—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Basic Skills, *Cognitive Processes, Computer Software, *Content Area Reading, Critical Reading, *Developmental Programs, Evaluation Methods, Higher Education, Learning Laboratories, Learning Strategies, Problem Solving, Program Content, Reading Comprehension, *Reading Diagnosis, *Reading Instruction, Reading Programs, Reading Research, Reading Skills, Reading Strategies, Remedial Reading, Study Skills, Teaching Methods, Two Year Colleges, Writing Skills

Drawn from a conference that focused on the present state and future direction of college reading and learning skills instruction, the articles in this collection are arranged into three categories: reviews, investigations and evaluations, and prescriptions and descriptions. Among the topics discussed in the 19 articles are the following: (1) the influence of cognitive and ethical development in critical reading, (2) the effect of social dialect on reading comprehension at the community college level, (3) evaluating microcomputer software for a community college reading and writing center, (4) the planning and evaluation of college learning, (5) diagnosing reading and reasoning problems of high achieving adults, (6) establishing an environment for problem solving, (7) content area vocabulary, (8) strategies for learning from textbooks, (9) developing computer software for study skills and vocational mathematics, (10) winning support for developmental skills programs, (11) improving rate and recall in reading, (12) problem solving and reading modules for trade students, (13) combining study skills instruction with subject matter teaching and tutoring, and (14) basic skills testing and programming for remedial reading. (FL)

ED 247 534 CS 007 731

Fleming, Delryn R., Ed.

Focus on You. Proceedings of the Annual Conference of the Western College Reading Association, (15th, San Diego, California, April 1-4, 1982). Volume XV.

Western Coll. Reading Association.

Pub Date—82

Note—167p.

Available from—Western College Reading and

Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$8.00).

Pub Type—Collected Works - Proceedings (021)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Basic Skills, Cursive Writing, Higher Education, Reading Centers, Reading Difficulties, *Reading Instruction, Reading Programs, Reading Strategies, Remedial Reading, *Study Skills, Teaching Methods, *Writing Instruction

The articles in this publication focus on various concerns of college reading instructors. The topics of the twenty-four articles include: (1) study strategies, (2) a fundamental skills initiative of the Navy, (3) special methods of teaching cursive handwriting to alleviate the writing problems of older beginners, (4) motivational techniques for the improvement of college reading scores, (5) holistic evaluation of international teaching assistants' oral English skills, (6) an experiential approach to evaluating tutors, (7) identification of problem readers in the regular classroom, (8) improving learning from texts through faculty and student development, (9) developing essay organization through helping students visualize the structure of the essay, (10) including vocational/technical students in the learning assistance center, (11) developing editing skills in ESL student writers, (12) using Bloom's taxonomy for precision planning and creative teaching in the developmental math class, (13) using a program model for structured, individualized composition instruction, (14) using peer paraprofessionals to diagnose and teach reading and study skills, and (15) teaching study skills to the whole person. (CRH)

ED 247 535 CS 007 732

Enright, Gwyn, Ed.

Challenge Reassessment Affirmation. Proceedings of the Annual Conference of the Western College Reading Association (14th, Dallas, Texas, April 9-12, 1981). Volume XIV.

Western Coll. Reading Association.

Pub Date—81

Note—176p.

Available from—Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$8.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Cognitive Processes, Computer Assisted Instruction, Content Area Reading, Developmental Programs, Evaluation Methods, Higher Education, *Learning Laboratories, *Reading Comprehension, *Remedial Instruction, Retention (Psychology), Schemata (Cognition), *Study Skills, Teacher Attitudes, *Teaching Methods, Tutoring, Volunteers, Writing Instruction

The articles in this collection focus on reading, learning assistance, developmental education, and tutorial services at the college level. Topics of the 28 articles include the following: (1) a reassessment of the state of learning assistance; (2) a reaffirmation of the role of developmental instructors; (3) human brain research, cognitive development, and adult learning; (4) mapping learning styles in the classroom; (5) reducing student writing anxiety; (6) note-taking techniques for deaf college students; (7) improving student performance through questioning techniques; (8) sharing in the learning lab; (9) perceptions of the reading process and levels of reading achievement; (10) the effects of computer assisted instruction in a community college; (11) schema instantiation and its effect on comprehension and recall of adult proficient and nonproficient readers; (12) choosing appropriate parameters of tutor intervention in student writing; (13) a solution to the problem of student athletes and literacy; (14) integrating study skills into content courses; (15) a paradigm for content mastery; (16) specific vocabulary needs of the disciplines; (17) survival skills in a community college; (18) training students to use the SQ3R method; (19) learning center courses in reading, writing, and time management for faculty and staff; (20) suggestions for evaluation of learning assistance; and (21) the need for volunteers in the learning assistance program. (HTH)

ED 247 536 CS 007 733

Enright, Gwyn, Ed.

The 1980's: New Sources of Energy for Learning. Proceedings of the Annual Conference of the Western College Reading Association (13th, San Francisco, California, March 27-30, 1980). Volume XIII.

Western Coll. Reading Association.

Pub Date—80

Note—150p.

Available from—Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$8.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Basic Skills, College Freshmen, Developmental Programs, Dialects, English (Second Language), Financial Support, Higher Education, Learning Disabilities, *Learning Laboratories, Peer Teaching, Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Programs, *Remedial Instruction, *Study Skills, Teaching Methods, *Testing, Test Winess, Transfer Students, Writing Instruction

The articles in this collection focus on new sources of energy for learning at the college level. The topics of the 25 articles include the following: (1) the emerging role of the learning specialist in higher education, (2) adult learning disabilities, (3) vocabulary development for students of English as a second language, (4) the efficacy of college reading and study programs, (5) test preparation strategies for college freshmen, (6) a program for transfer students with low grade point averages, (7) the effects of peer tutoring on academic achievement and affective adjustment, (8) using testing and self-assessment for better advising and placement, (9) the relationship between oral reading miscues and comprehension, (10) using linguistic principles to improve the reading comprehension of nonstandard dialect speakers, (11) text structure and critical reading, (12) planning and drafting requests for federal and private program funding, (13) neuropsychological screening at the college level, (14) a core reading and spelling vocabulary program for the secondary and college level student, (15) helping students cope with configurational teaching strategies, and (16) teaching writing as process in the writing lab. (HTH)

ED 247 537

CS 007 734

Enright, Gwyn, Ed.

Multicultural Diversity and Learning. Proceedings of the Annual Conference of the Western College Reading Association (12th, Honolulu, Hawaii, April 7-10, 1979). Volume XII.

Western Coll. Reading Association.

Pub Date—79

Note—140p.

Available from—Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$8.00).

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computers, Conference Papers, Higher Education, *Learning Laboratories, *Reading Centers, *Reading Improvement, *Reading Instruction, Reading Processes, *Reading Programs, Reading Research, Reading Skills, Reading Strategies, *Remedial Instruction, Tutors

The articles in this publication cover a variety of topics related to college reading instruction. The topics of the twenty-two papers include the following: (1) innovation in audio-visual vocabulary programs, (2) a survey of learning centers/laboratories in Hawaii, (3) a summer program for high risk readers, (4) oral reading tests and black students, (5) the use of an English placement test in reading to develop a college reading program at a California state university, (6) instantation—one difference between adults and children when reading, (7) the important student variable of locus of control in a college learning center, (8) results of a modified personalized system of instruction, (9) guiding comprehension in the learning assistance setting, (10) helping vocational students succeed in technical reading at the community college level, (11) probing skills for tutors, (12) what learning centers can do about math anxiety, (13) a videocassette mastery-learning tutor training course, (14) a systematic program for the transfer of learning skills to the content areas, (15) computers and readability, (16) a gestalt approach to study skills, (17) a search for the structure of meaning in the teaching of communication skills, (18) teaching reading to non-English speaking adults, (19) the "academic seven year itch" and a possible remedy, (20) another look at college developmental reading courses, (21) a model for individualized instruction, and (22) a learning assistance support system for disadvantaged nursing students. (CRH)

ED 247 538

CS 007 735

Enright, Gwyn, Ed.

Learning Assistance: Charting Our Course. Proceedings of the Annual Conference of the Western College Reading Association (11th, Long Beach, California, March 16-19, 1978). Volume XI.

Western Coll. Reading Association.

Pub Date—78

Note—180p.

Available from—Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$7.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Basic Skills, Content Area Reading, Developmental Programs, Higher Education, *Learning Laboratories, Nontraditional Students, Paraprofessional School Personnel, Reading Difficulties, *Reading Instruction, Reading Programs, *Reading Skills, *Remedial Instruction, Remedial Reading, Skill Development, *Study Skills, Teaching Methods, Writing Instruction

The articles in this collection focus on learning assistance and other components of college reading instruction. The topics of the 35 articles include the following: (1) charting a realistic course for learning assistance, (2) modern measurement technology, (3) a national survey of learning assistance evaluation, (4) students' cognitive functioning as an important factor in readiness to learn, (5) reading programs and materials in college content areas, (6) writing apprehension, (7) the implications of Piaget's theory of formal operations in college reading programs, (8) innovative reading strategies for the deaf, (9) psycholinguistic implications regarding the development of reading rate, (10) a mastery learning approach to college reading and study skills, (11) using a portfolio to personalize a course in academic reading, (12) readability's usefulness for developmental composition, (13) a self-paced college developmental reading program using the Personalized System of Instruction (PSI), (14) using subject area paraprofessionals, (15) teaching reading for survival, (16) a workable college reading diagnostic service, (17) a basic skills program for nontraditional college students, (18) learning assistance for inmates in a federal correctional institution, (19) the selection and training of student paraprofessionals in a learning assistance center, and (20) an adjunct course to integrate reading and study skills in a college classroom. (HTH)

ED 247 539

CS 007 736

Enright, Gwyn, Ed.

Personalizing Learning Systems: Ecology and Strategies. Proceedings of the Annual Conference of the Western College Reading Association (10th, Denver, Colorado, March 31-April 2, 1977). Volume X.

Western Coll. Reading Association.

Pub Date—77

Note—206p.

Available from—Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$7.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, *Content Area Reading, Developmental Programs, Higher Education, *Learning Activities, Learning Disabilities, Learning Laboratories, Mastery Learning, *Program Content, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Reading Strategies, Remedial Reading, Spelling Instruction, Student Needs, *Study Skills, Teacher Attitudes, Two Year Colleges, Vocabulary Development

Drawn from papers accepted for presentation at a conference focusing on personalizing college-level learning skills programs, the 35 articles in this collection are arranged into five categories: investigations, program descriptions, program prescriptions, applications, and reactions and interactions. Specific topics discussed in the articles include the following: (1) mastery learning and politics, (2) meeting the individual needs of students, (3) the use and effectiveness of systematic desensitization and study skills methods in a test anxiety reduction program, (4) vocabulary instruction at the college and adult levels, (5) reading ability and readability, (6) the attitudes of community college instructors toward reading, (7) the restructuring of a reading program, (8) management of a learning assistance sector, (9) using program analysis to aid accountability and planning, (10) developing an individual-

ized college reading program, (11) academic improvement groups, (12) teaching students to formulate questions, (13) teaching reading and study skills to law students, (14) predicting reading ability through language experience, and (15) cognitive learning style and the brain. (FL)

ED 247 540

CS 007 737

Sugimoto, Roy, Ed.

The Spirit of '76: Revolutionizing College Learning Skills. Proceedings of the Annual Conference of the Western College Reading Association (9th, Tucson, Arizona, April 8-10, 1976). Volume IX.

Western Coll. Reading Association.

Pub Date—76

Note—225p.; Several pages may not reproduce due to small print.

Available from—Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 (\$7.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, College Students, *Content Area Reading, Developmental Programs, English (Second Language), Higher Education, Language Experience Approach, Learning Activities, Learning Laboratories, *Learning Strategies, Minority Groups, Peer Teaching, *Program Content, Program Evaluation, Reading Improvement, *Reading Instruction, *Reading Skills, Remedial Reading, *Study Skills, Test Anxiety, Two Year Colleges

Drawn from the proceedings of a conference focusing on ways to improve the teaching of college level learning skills, the articles in this collection deal with a variety of topics. Among the topics discussed in the 37 articles are the following: (1) a systems approach to planning, implementing, and evaluating peer counseling programs; (2) modifying the language experience approach for use with adult learners; (3) the uses of videotape recordings in a learning skills center; (4) using linguistics in the adult basic education reading program; (5) a learning center approach to English as a second language instruction; (6) subject area tutoring; (7) suggestion, a teaching strategy for the severely disabled reader; (8) comprehension and minority students; (9) teaching concept development through a multicultural literary perspective; (10) instruction in study skills through systematic stimulation of academic experiences; (11) black dialects; (12) integrating adjunct reading and study skills classes with content area classes; (13) self-help packets; (14) modifying inner speech as a cognitive behavior modification technique for learning disabled students; and (15) the use of cloze procedure in the classroom. (FL)

ED 247 541

CS 007 740

Siegel, Marjorie

Transactional Theory as a Potential for Research in Literacy.

Pub Date—10 May 84

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Ethnography, Literacy, *Reading Comprehension, Reading Processes, *Reading Research, *Research Methodology, *Research Needs, Theories

Identifiers—Reader Text Relationship, *Transactional Theory

A transactional investigation of reading considers comprehension to be more than the duplication of the author's message. Rather, it entails the readers' interpretation of the textual representation that he or she has constructed. Thus, researchers must ask how the reader duplicated the author's creative role. The goal, in other words, is to investigate the processes that give rise to the reader's interpretation. This can be done through an ethnographic mode of inquiry. Ethnographies permit the researcher to study all that the reader brings to reading such as attitudes, interests, and instructional history, as well as the definition the reader ascribes to the event as a whole. Ethnographies also allow for open-ended attitudes—hypotheses that are not formulated a priori, but instead are generated and revised in the course of field work. Furthermore, ethnography, like reading, is itself a transactional process. Not unlike reading, beliefs and actions are pulled from the stream of experience so that they may be evaluated and developed. Thus, ethnographies permit a mode of inquiry that is commensurate with a trans-

actional definition of reading comprehension. (HOD)

ED 247 542 CS 007 741

Brewer, William F. Puni, John R.
The Structure of Human Memory. Technical Report No. 321.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Contract—400-31-0030

Note—75p.

Pub Type—Information Analyses (070) — Reports — Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Classification, *Cognitive Processes, Cognitive Structures, *Epistemic Imagery, Higher Education, Long Term Memory, *Memory, *Recall (Psychology), Visualization
Identifiers—*Cognitive Psychology

The four sections of this paper provide an analysis of the structure of human memory. The first section, intended to provide a clear example of personal memory, examines a hypothetical episode in the life of an undergraduate student, and shows how one episode can give rise to three different forms of memory: personal, semantic, and rote linguistic. The second section develops a "botany" of important naturally occurring forms of memory and contrasts descriptions of six types of memory (personal, semantic, generic perceptual, motor, cognitive, and rote linguistic) with the traditional distinction between episodic and semantic memory. The third section decomposes the important naturally occurring types of memory and attempts to construct a table of the logically possible types of human memory. It organizes human memory in terms of the types of inputs and types of acquisition conditions and proposes an account of the possible forms of memory representation in terms of the intersections of these two factors. The final section relates the initial botany of memory to a more analytic classification scheme and discusses the mental processes involved in transferring information from procedural memory to semantic memory and the problem of the veridicality of mental images. (HOD)

ED 247 543 CS 007 743

Orborn, Jean
Evaluating Workbooks. Reading Education Report No. 52.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Contract—400-31-0030

Note—38p.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Basal Reading, *Evaluation Criteria, Instructional Materials, Primary Education, *Programmed Instructional Materials, *Reading Instruction, Reading Research, *Workbooks

Intended primarily for teachers and administrators, this paper presents 20 guidelines as the basis for an evaluation procedure for workbook, skillbook, and ditto master components of basal reading programs. The paper begins with a discussion of how and why workbooks are used in the classroom, a description of the original study from which the guidelines were developed, the guidelines and examples, and recommendations to teachers, publishers, and researchers. The guidelines include the following: (1) workbooks should reflect the most important aspects of what is being taught in the program; (2) workbooks should contain, in a form that is readily accessible to students and teachers, extra tasks for students who need extra practice; (3) the vocabulary level of the workbook tasks should be related to that of the rest of the program and to the students using the program; (4) the instructions should be clear, unambiguous, and easy to follow; (5) the layout of pages should combine attractiveness with utility; (6) at least some of the workbook tasks should be fun and have an obvious payoff to them; (7) most student response modes should be consistent from task to task, and should be as close as possible to reading or writing; (8) the art that appears on workbook pages must be consistent with the prose of the task; and (9) when appropriate, workbook tasks should be accompanied by brief ex-

planations of purpose for both teachers and students. (HTH)

ED 247 544 CS 007 744

Bruce, Bertram And Others

Reviewing the Black History Show: How Computers Can Change the Writing Process. Technical Report No. 320.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Contract—400-31-0030; 3008100314

Note—20p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Class Organization, Communication Skills, *Computer Assisted Instruction, *Computer Software, Elementary Education, Grade 6, Learning Strategies, Reading Research, Reading Skills, Reading Strategies, *Social Structure, Student Motivation, Writing Improvement, *Writing Instruction, *Writing Processes, *Writing Research, Writing Skills

Identifiers—*QUILL (Computer Software)

Noting that computer based environments for communication may have profound effects upon classroom social organization and the development of literacy, this paper reports on a project that used QUILL, a software system that includes both tools that facilitate writing and new environments for communication. Following a brief introduction to the project, the paper presents an example of writing produced by a sixth grade student in a classroom that used QUILL. It then provides a linguistic analysis of the example, highlighting several anomalies that could lead readers to dismiss the writing as "bad." The paper next examines the social context in which the writing was produced and explains how this perspective can provide an explanation for the apparent anomalies. It further shows how the writing process is reflected in the writing product, but not revealed by an analysis of that product alone. In conclusion, the paper points out that while programs such as QUILL can enhance the learning of reading and writing by providing new techniques for teaching and learning, they can also produce profound changes in a classroom's social structure. (FL)

ED 247 545 CS 007 760

Prinzo, O. Veronika Danks, Joseph H.

Does Providing Underlined Text Improve Subsequent Test Performance for That Material?

Pub Date—May 84

Note—22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, College Students, Higher Education, *Reading Comprehension, *Reading Research, Research Methodology, *Student Improvement, *Study Skills, *Textbooks

Identifiers—*Reader Text Relationship, *Underlining

Contending that previous investigations into the efficacy of underlining as a study technique have yielded mixed results due to the specific experimental methodologies employed, a study addressed the issue by manipulating both the reading comprehension skills of students and the kind of information given to them about underlining. Specifically, the study examined whether providing college students with materials containing textually important information underlined would improve test performance for those materials. Approximately 100 students were arranged into three separate experimental groups. Those in the first group were told to concentrate on knowing the underlined portions of a text and were told that by focusing their study time on those portions they might do better on a test to follow. Students in the second and third groups were instructed to read and study the text as they normally would when preparing for an examination. No mention was made of underlining. Following the reading, each student completed a reading comprehension test and a test of language skills. Results indicated that students given relevant information underlined in the text did not obtain higher scores on the comprehension test than students who had unmarked texts. However, students provided with

underlined text spent less time preparing for the subsequent test, and this effect was found to be independent of comprehension skills. (FL)

ED 247 546 CS 007 761

Watson, Dorothy J. And Others

Two Approaches to Reading: Whole-Language and Skills.

Pub Date—May 84

Note—42p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984). Funding provided by the Graduate School and Office of Research of the University of Missouri, Columbia.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Educational Theories, Language Experience Approach, Language Skills, *Reading Instruction, *Reading Research, *Reading Skills, Teacher Attitudes, Teacher Effectiveness, *Teaching Methods, Teaching Styles

Identifiers—*Theory Practice Relationship, *Whole Language Approach

A study was conducted to observe and describe two reading instruction procedures stemming from two different theoretical influences. Two teachers, one skills and one whole language oriented, were selected on the basis of peer and administrator recommendation, among other qualifications. Their stated instructional base and theoretical orientations were measured using the Theoretical Orientation to Reading Profile (TORP). Data were collected from video tapes and their transcriptions and from teacher journals. The results were analyzed using these questions as guides: On what unit of our language and linguistic system did the teacher focus the children's attention? What aspects of reading were emphasized? Was the reading material contingent on the student, teacher, or material? and, What attitude toward reading specific text did the teacher encourage? Findings showed that in every category of observable data the teachers adhered closely to their theoretical model, and that, in diametric opposition to the instructional position of the skills teacher, the whole-language teacher focused children's attention on the largest unit of language suitable for the situation, encouraged the children to construct meaning sensible to them and their lives, permitted deviations from text in allowing miscues, involved children in planning, utilized library books and other texts, and encouraged children to "think about and feel" what they read. (CRH)

ED 247 547 CS 007 762

Reading Textbooks and Student Progress: A Follow-Up Study.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

Pub Date—Aug 84

Note—33p.; For a related document, see ED 245 203.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Basal Reading, *Beginning Reading, Educational Research, Elementary Education, *Reading Instruction, *Reading Materials, Reading Material Selection, Student Evaluation, Student Improvement, *Textbook Evaluation, Textbook Research, *Textbooks

To examine the interactions between particular reading materials used most frequently with students in grades one through six and beginning reading instructional levels, evaluation system data collection forms were submitted in July 1983 by 1,575 regular classroom teachers representing 125 District of Columbia elementary schools. A total of 18,157 students were included in the analysis. Essential data reported included each student's current grade, next semester grade, and next semester reading and mathematics instructional levels according to the Student Progress Plan (SPP). The measure of progress employed, the "next semester" SPP grade level minus the "current" SPP grade level, was keyed to reading progress. The reading materials that were associated with significantly higher amounts of pupil promotion for students in given grade levels who were reading below grade level were as follows: grade one—Houghton Mifflin; grade two—Ginn; grade three—Holt and Harcourt Brace; grade four—American Book; grade five—Holt and American Book; and grade six—Holt and American Book. (CRH)

ED 247 548 CS 007 764

Omanon, Richard C. And Others

The Effects of Reading Lessons on Comprehension:

A Processing Description.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—LRDC-1984/25

Pub Date—84

Note—26p.; Reprint from "Cognition and Instruction," Volume 1, Number 1, p45-67, 1984.

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basal Reading, Cognitive Mapping, *Cognitive Processes, *Directed Reading Activity, Grade 3, Models, Primary Education, *Prior Learning, *Reading Comprehension, *Reading Instruction, *Reading Research, Skill Development

Identifiers—*Reader Text Relationship

Directed reading activities found in commercially produced instructional materials usually contain information that is aimed at helping children understand the story as well as helping them to develop other skills. To test the effectiveness of both establishing background knowledge and directing children toward central story content, two commercial directed reading lessons were revised to introduce pertinent information and help children form a "map" of the central story content. Twenty-four third grade children read the story as part of an original commercial lesson, and 24 read it as part of a revised lesson. After each lesson, the children recalled the story and answered 35 questions about explicit and implicit story content. Results indicated that (1) the revised version of the lesson exerted a greater influence on comprehension than did the original commercial lesson, (2) the points at which the revised lesson made direct contact with the story exerted a greater influence on comprehension than did points at which only indirect contact was made, and (3) in the revised lesson, the questions following each segment of the story and the preparation before the story exerted greater influence on comprehension than did other lesson components. (Copies of materials used in the study are appended.) (FL)

ED 247 549

CS 007 766

Brewer, William F.

The Story Schema: Universal and Culture-Specific

Properties. Technical Report No. 322.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 84

Contract—400-76-0016

Note—52p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Interrelationships, *Discourse Analysis, Evaluation Criteria, *Narration, Oral Language, *Reading Research, *Schemata (Cognition), Structural Analysis (Linguistics), Theories, Written Language

Identifiers—*Story Structure, Text Structure, *Theory Development

This paper draws upon a theory of stories that relates particular text structures to particular affective states and then relates the affective states to story intuitions and overall judgments of liking. The first section of the paper outlines the theory as it deals with some important properties of the genre of popular stories in Western literature. The second section describes a recent series of experiments suggesting that this structural-affect theory accounts for a number of aspects of the story schema in English speaking readers. The next two sections provide an analytic framework that can be used to examine the conventionalized aspects of stories and then apply this framework to cross cultural work on oral literature. The final section presents some hypotheses about the nature of the universal and culture-specific aspects of stories from the oral tradition and contrasts them with those of written stories from Western popular literature. (FL)

ED 247 550

CS 007 767

Newman, Denis Bruce, Bertram

Interpretation and Manipulation in Human Plans.

Technical Report No. 317.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the

Study of Reading.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-76-0116

Note—55p.; The research reported herein was supported by grants from the Carnegie Corporation to Michael Cole. Print in Figure 8 may not be legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Age Differences, Artificial Intelligence, *Cognitive Processes, *Comprehension, Elementary Education, *Epistemology, Higher Education, *Interaction, Interaction Process Analysis, *Planning, Reading Research, Social Action, *Social Cognition

Identifiers—Deception

Analysis of students' interpretations of a complex episode of social interaction was used to illustrate three features of human plans that distinguish them from robot plans and that form a basis for a theory of the development of social action. The features illustrated are that (1) human plans are social, (2) human plans operate on interpretations, and (3) human plans are used, not just executed. Twelve students each from grades one, three-four, and six, and 12 college students were shown a videotaped skit in which one character deceives another. Many of the younger subjects considered the interaction to be cooperative, while older subjects understood that the deceiver was manipulating the victim's cooperative interpretation. A model of interacting human plans was incorporated in a notation system that was used for displaying the structure of the alternative interpretations and their mutual embeddings. This notation system contained a key concept, mutual knowledge (or belief), that incorporates the essentially social features of human plans. Implications of the model of human plans for the development of social action and cognition are discussed. (Author/FL)

ED 247 551

CS 207 488

Cronin, Mary C.

The Centrality of Testing to the Theory of Reading

Processes

Pub Date—[82]

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Learning Theories, Reading Diagnosis, Reading Instruction, *Reading Processes, *Reading Tests, *Test Construction, *Testing, *Test Validity

Identifiers—*Theory Development

Noting that in recent years testing has fallen into disrepute, this paper demonstrates how the construction, use, and validation of tests, if adequately conceived, can increase the level of knowledge about the intricate nature of the reading processes. The first section of the paper discusses the measurement process and the process of test validation, and examines reasons why tests have often failed as instruments of scientific inquiry in reading. In addition, the section describes the Assessment of Reading Processes (ARP), a construct-referenced measure that views reading as a constant exchange between reader and text. The second section of the paper presents a theory of assessment that defines (1) the limits of the reading processes, (2) how such covert mental operations may be inferred from the reading product, and (3) rules for the generation of the structure and content of assessment items. Other topics discussed in this section include the assessment situation, the reader-text interaction, and the cognitive processes involved in reading. The third section offers a model of construct-referenced test construction and discusses each of the components of such a model, while the last section discusses the construction of the ARP. (FL)

ED 247 552

CS 207 668

Stocking, S. Holly

Public Relations Efforts and News-Value Characteristics of Organizations: An Exploratory Study

of Their Relative Influence on Media Visibility.

Pub Date—Aug 83

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (66th, Corvallis, OR, August 6-9, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Information Dissemination, *Media

Research, *Medical Schools, *News Media, News Reporting, *Organizational Communication, Organizational Effectiveness, *Publicity, *Public Relations, School Role

Identifiers—*Media Role

To explore the relative roles played by news views and public relations efforts in determining amount of news coverage, a study assessed the independent roles of public relations efforts, research productivity, and school prestige in securing science news coverage for American medical schools. Data consisted of archival and survey data obtained from 85 university affiliated medical schools for 1979. Media visibility scores for each medical school were developed by analyzing the content of two major classes of mass media—national news magazines and major metropolitan newspapers. Scores reflecting public relations efforts were developed using survey data obtained from medical school public information offices. Findings revealed that both school prestige and research productivity had significant independent associations with media visibility. Contrary to expectations, public information efforts were found to have no significant independent relationships with or effect on media visibility. What these data suggest is that public relations efforts, defined as number of public information initiatives, may not be having an effect on national media coverage independent of the news value of the organization conducting the efforts. (HOD)

ED 247 553

CS 208 197

Hays, Janice N.

An Empirically-Derived Stage Model of the Development of Analytic Writing Abilities during the College Years: Some Illustrative Cases.

Pub Date—Oct 83

Note—61p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (1st, Jackson Hole, WY, October 13-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescent Development, Age Differences, *Cognitive Development, College Students, *Developmental Stages, Higher Education, High Schools, High School Students, *Models, *Writing Instruction, *Writing Research, Writing Skills

Identifiers—*Analytical Writing

The research project described in this paper examined the development of analytic writing abilities in late high school and college level students. Following a brief discussion of the project, in which 135 students at different educational levels wrote position papers on an assigned topic, and 35 participated in protocol analysis, the paper offers a detailed description of the six-stage model of the development of analytic writing abilities that has emerged from the research. The major portion of the paper provides analyses of student papers that illustrate each stage of the model. It concludes with a statement of the continuum of writing development that is suggested by the model. Appendixes contain copies of student papers, descriptions of the two writing topics, and outlines of two of the model's stages. (FL)

ED 247 554

CS 208 220

Draper, Virginia

Voice and Feeling in Academic Writing.

Pub Date—20 Nov 83

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Emotional Response, *Essays, *Evaluative Thinking, Expressive Language, Higher Education, Inquiry, *Questioning Techniques, *Student Attitudes, *Writing Instruction, *Writing Skills

Identifiers—*Voice (Rhetoric)

Voice can be considered as the writer's attitude toward the reader (the rhetorical function) and the writer's attitude toward the subject or object being written about (the epistemic function). Voice is expressed by such things as word choice, rhythm, sound, and juxtaposition of words and sentences. Moreover, the writer's attitude toward the subject is one aspect of the implicit set of assumptions and values that guide inquiry. Unfortunately, it is often this unheard voice—the unacknowledged feelings and attitudes—that inhibits the students' ability to become self-critical, analytic, dialectic, empathic,

and synthetic. By considering voice as an important aspect of their writing, students can learn to distinguish among attitudes that convey negative or positive functions. Through an analysis of their own writing, students can discuss and discover what feelings are being expressed. By being fluent in the dialogues of feelings, wherein attitudes and voices challenge and modify each other, the students' writing can become an orchestration of many voices offering more complex interpretations and fuller explanations. (HOD)

ED 247 555 CS 208 263
Teich, Nathaniel
Rhetoric and Problem-Solving Strategies in Advanced Composition: A Pluralistic Approach.
Pub Date—Mar 84

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York, NY, March 29-31, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Logical Thinking, *Persuasive Discourse, *Problem Solving, *Rhetoric, *Teaching Methods, *Writing Instruction. Identifiers—*Advanced Composition, *Writing Strategies

One pluralistic method for teaching advanced composition reflects the approaches of two texts: Linda Flower's "Problem-Solving Strategies for Writing" and Jeanne Fahnestock and Marie Secor's "A Rhetoric of Argument." Such an approach combines the practical tasks of arguing for consensus proposals with functional rather than formalistic rhetorical methods. One strength of the Fahnestock and Secor book is their opening discussion on thesis and support. They point to kinds of support and what can go wrong, specifically covering the needs to address feasibility and to anticipate refutations. In a subsequent chapter they cover the issues of ethos, voice, moderation, and disclaimers. The most important aspect of Flower's text is her emphasis on Rogerian argument. This stresses the actual world necessity of compromise to achieve mutually satisfactory goals. Thus, both texts can be combined effectively in making assignments for proposals that are tailored to the students' interests: one classifies and functionally analyzes the types of argument, the other emphasizes achieving consensus and shared goals. (HOD)

ED 247 556 CS 208 277
Whitlock, Roger
Helping Students Understand Process.
Pub Date—Mar 84

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Enrichment, *Student Attitudes, Student Motivation, *Writing (Composition), *Writing Exercises, Writing Improvement, *Writing Instruction, *Writing Processes. Identifiers—*Audience Awareness

To force students at the very beginning of the writing process to be aware of audience and to gain insight into their own writing, in-class writing and sharing exercises can be invaluable. For example, students can present to the class their subject for an upcoming paper, with the class responding on paper to such questions as: (1) What do you expect to find in the article? (2) What didn't you hear about in the presentation that you would have liked to have heard about? (3) What people do you want to hear about or from? and (4) What don't you want to hear about? Students can exchange written responses and then begin researching and writing with a notion of the importance of audience and its expectations regarding information and details. Similar exercises can be done in the prewriting, drafting, and final draft stages of a paper. A most effective exercise is having the students write a brief note to add to a paper answering the question: If you had twenty-four more hours to work on your paper, what would you do with it? The teacher can then respond in a personal and positive way to this short postscript. Students can ultimately learn several things, among them that it is better at first to produce many words as opposed to a few, that it is advantageous to write continuously rather than at

the last minute, and that it helps to have someone else interact with them during all stages of the writing process. (CRH)

ED 247 557 CS 208 341
Kirat, Mohamed Weaver, David
Foreign News Coverage in Three Wire Services: A Study of AP, UPI, and the Nonaligned News Agencies Pool.

Pub Date—7 Aug 84

Note—30p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Content Analysis, Cultural Differences, *Developing Nations, Foreign Countries, International Relations, *Journalism, *Media Research, *News Media, *News Reporting, *Values

Identifiers—*Wire Services

A study was conducted to discover (1) how the Associated Press (AP) and United Press International (UPI) wire services and the Nonaligned News Agencies Pool (NANAP) covered international affairs in terms of frequency of stories, countries covered, and kinds of subject matter; (2) differences and similarities in the three agencies' coverage of world affairs; (3) changes in coverage of world affairs by AP and UPI since studies conducted in 1979 and 1981; (4) whether NANAP provided alternative news or adhered to Western news values; and (5) the overall themes of the news stories reported. Content analysis of dispatches from all three agencies for one constructed week produced findings similar to those of earlier studies. Less developed countries were covered as frequently as the more developed ones by both AP and UPI regional services, the lengths of the stories about the less developed and more developed countries were roughly the same, and the primary emphases of the stories were diplomatic and political activity, internal armed conflicts and crisis, and crime. The findings differed from those of earlier studies in that the proportion of news dealing with conflict or crisis declined dramatically, especially in stories about the less developed nations, perhaps reflecting criticism of New International Information Order advocates. Analysis of NANAP stories showed that although it covered a wider variety of topics than AP or UPI, the stories were shorter, more frequent, mostly event oriented, and less crisis oriented. (FL)

ED 247 558 CS 208 347
Hale, F. Dennis
Chains versus Independents: Newspaper and Market Characteristics.

Pub Date—5 Aug 84

Note—16p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business, Comparative Analysis, *Competition, *Marketing, Mass Media Effects, *Media Research, *Newspapers

Identifiers—*Media Ownership, *Newspaper Chains, Newspaper Circulation

A study examined the marketing differences between large chain newspapers and small chain and independent newspapers by analyzing differences in characteristics of the newspapers, patterns of circulation, economic and social conditions of the market, and competition from other print media. The 200 newspapers studied—113 large chain and 87 small chain and independent papers—came from 41 states. Statistical analysis revealed that some 21 of the 54 independent variables examined were significantly correlated with large chain newspaper ownership—five concerned newspaper characteristics, three circulation, five print media competition, three economic variables, and five social characteristics. The findings showed that large chain papers had a number of advantages over their competition. They published in larger, more urban and more affluent markets with stronger magazine circulation and weaker circulation of outside Sunday papers. In addition, they managed to charge 14% more for subscriptions while publishing only 3% more issues per month. The results suggest that the real threat to newspapers does not come from the existing concentration of ownership, but from the continued ab-

sorption of independents by chains, from the subsequent absorption of small chains by large ones, and by the final absorption of large chains by corporate conglomerates. (A list of counties, cities, and states providing the studied newspapers is appended.) (FL)

ED 247 559 CS 208 361
Elliott, William R. Rudd, Robert L.

Evaluating Dimensions of Television Program Reality: A Commonality Analysis of Perceived Superficiality, Perceived Plausibility and the Degree of Personal Utility.

Pub Date—Aug 84

Note—27p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Measures, *Audience Analysis, Beliefs, Commercial Television, *Measurement Techniques, Opinions, Popular Culture, *Programming (Broadcast), Research Methodology, *Television Research

Identifiers—Audience Response

To improve techniques for measuring concepts related to audience perceptions of the reality of television programming, a study established three goals: (1) to reduce the number of items currently used to measure perceived superficiality, perceived plausibility, and the degree of personal utility; (2) to determine whether a single item measure of general perceived program realism previously proven effective was useful as a fourth predictor for perceived television reality effects; and (3) to determine the relative importance of each of the new reduced-item scales for ascertaining the attitudes of viewers of "The Day After" toward nuclear issues. To accomplish these goals, subjects were randomly assigned either to watch ABC's "The Day After," NBC's "Kennedy," or a series of situational comedies on CBS, or to avoid prime time television entirely. A total of 230 questionnaires was given out and 139 were returned in usable form. In addition, program realism was measured, with four separate items—one created and three from Gallup sources—used to measure subjects' attitudes toward nuclear issues. Results of commonality analysis indicated that program realism, as an independent contribution, added little to the predictive power of the three new measures. A second level of analysis attempted to evaluate the individual importance of each of the three scales as predictors of audience attitudes toward nuclear issues. Results of this analysis indicated that the most important contributor to the variation in the nuclear attitude items was perceived superficiality. The importance of the degree of personal utility was less obvious, and it was tentatively recommended that the element of perceived plausibility be deleted from future studies. (CRH)

ED 247 560 CS 208 362
Belz, Andrew And Others

Cross Perceptions: Journalists and Public Relations Practitioners Go Eyeball to Eyeball.

Pub Date—6 Aug 84

Note—36p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Identification (Psychology), *Journalism, *Media Research, *Public Relations, *Role Conflict, *Role Perception, *Role Theory, Social Cognition

Identifiers—*Journalists

Role theory, which posits that people play parts determined to some extent by others' expectations, was used in an investigation of the relationship between public relations practitioners and journalists. Twelve journalists and 14 public relations practitioners were asked to describe both roles in terms of a variety of attributes or characteristics by means of a Q sort. The descriptions were then compared by using factor analysis to isolate the predominant patterns of perception of each role. The primary findings were that journalists and public relations practitioners differed sharply in their perceptions of the public relations role, while both have similar perceptions of the journalistic role. An additional finding indicated that public relations practitioners suffer from intrarole conflict, which results from

facing varying expectations from different audiences. (Items used in the Q sort and demographic data about the respondents are included in appendices.) (FL)

ED 247 561 CS 208 366

Sherr, Michael D. Moore, Meredith A.
The Constitutional Right to Gather Information:
The Limitation of a First Amendment Freedom.
Pub Date—Apr 84

Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Civil Liberties, *Constitutional Law, *Court Litigation, *Freedom of Speech, Information Dissemination, *Journalism, Mass Media, *News Media

Identifiers—*First Amendment, Supreme Court
To examine how the Supreme Court has ruled on press claims of a constitutional right to gather information, this paper summarizes important decisions in eight key cases. Although none of the cases clearly outlines and defines the Court's approach to the right of the press and public to gather information, insights may be gained through a consideration of the cases as a whole, and this is the subject of Section I. Section II presents the opinions of certain justices regarding the recognition of a right to gather news and the protection of that right, while Section III describes the limited right to gather news and explains that a general First Amendment right to gather information has never been clearly granted by the Court—in fact, the Court has chosen to take a narrow approach to any concept of a First Amendment Freedom to gather information. This section takes up the questions of differing interests in access to information, the press as a public surrogate, the press versus public access, and defining the press. Section IV, which provides a summary and conclusions, notes that what the Court has said, both directly and by implication, is that the right to gather information is limited both by the law and by reasonable time, place, and manner restrictions that the government can impose on the media's request for news. It finds that the Court has weighed the competing interests of those seeking access to information against the interests of those who wish to deny access and concludes that the central theme emerging from the described cases is that there is at best a limited First Amendment right of the press to gather information. (CRH)

ED 247 562 CS 208 373

Language Arts Honors Curriculum, Grades 7-12.
Revised.
San Marcos Unified School District, CA.
Pub Date—83

Note—54p.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Content Area Writing, *English Curriculum, English Instruction, *Honors Curriculum, Language Styles, *Language Usage, Literary Criticism, *Literature Appreciation, Secondary Education, *Writing Instruction

The honors program described in this language arts curriculum guide has three components: language study, literature, and composition. The first section of the guide describes the language study component, which deals with content areas, general objectives, and performance strategies. The second section discusses the combination of literature and composition, and focuses on writing about literature and on producing written works about specific learning experiences. Appendixes place genre by grade level, combine the study of literature and writing about literature in a sequential progression, and give a perspective for each content area. Activities to develop for particular writing or learning activities are also suggested. (HOD)

ED 247 563 CS 208 374

Language Arts Curriculum, Grades K-6. Revised.
San Marcos Unified School District, CA.
Pub Date—83

Note—433p.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC18 Plus Postage.

Descriptors—Behavioral Objectives, Elementary Education, *English Curriculum, *Language Arts, Language Skills, Listening Skills, Literature Appreciation, Minimum Competencies, *Mini-

mum Competency Testing, Reading Readiness, *Sequential Approach, Speech Skills, Study Skills, Word Study Skills, Writing Instruction

Divided according to grade level, the objectives in this elementary school language arts curriculum guide cover such categories and strands as reading readiness, word analysis, obtaining information, studying, listening, written expression, speaking, literature, and linguistics. Each objective in the guide is coded for the narrower subskills within each strand, the manner in which the skill is to be tested, and the minimum skills the student must master in order to succeed at the next grade level. The guide also includes those skills that can be taught at a given grade level and measured objectively or by teacher observation. A matrix listing the performance objectives for each strand precedes a description of objectives by grade level. (HOD)

ED 247 564 CS 208 375

Language Arts Curriculum, Grades 7-8. Revised.
San Marcos Unified School District, CA.
Pub Date—83

Note—441p.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC18 Plus Postage.

Descriptors—Behavioral Objectives, *English Curriculum, Junior High Schools, *Language Arts, Language Skills, Listening Skills, Literature Appreciation, Minimum Competencies, *Minimum Competency Testing, Reading Readiness, *Sequential Approach, Study Skills, Word Study Skills, Writing Instruction

Divided according to grade level, the objectives in this junior high school language arts curriculum guide cover such categories and strands as reading readiness, word analysis, obtaining information, studying, listening, written expression, speaking, literature, and linguistic components. Each objective in the guide is coded for the narrower subskills within each strand, the manner in which the skill is to be tested, and the minimum skills the student must master in order to succeed at the next grade level. The guide also includes those skills that can be taught at a given grade level and measured objectively or by teacher observation. A matrix listing the performance objectives for each strand precedes a description of objectives by grade level. (HOD)

ED 247 565 CS 208 376

Language Arts Curriculum, Grades 9-11. Revised.
San Marcos Unified School District, CA.
Pub Date—83

Note—387p.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC16 Plus Postage.

Descriptors—Behavioral Objectives, *English Curriculum, *English Instruction, High Schools, *Language Arts, Language Skills, Listening Skills, Literature Appreciation, Minimum Competencies, *Minimum Competency Testing, Reading Readiness, *Sequential Approach, Speech Skills, Study Skills, Word Study Skills, Writing Instruction

Divided according to grade level, the objectives in this high school English curriculum guide cover such categories and strands as reading readiness, word analysis, obtaining information, studying, listening, written expression, speaking, literature, and linguistics. Each objective in the guide is coded for the narrower subskills within each strand, the manner in which the skill is to be tested, and the minimum skills the student must master in order to succeed at the next grade level. The guide also includes those skills that can be taught at a given grade level and measured objectively or by teacher observation. A matrix listing the performance objectives for each strand precedes a description of objectives by grade level. (HOD)

ED 247 566 CS 208 382

Kabbel, Gary
A Multivariate Log-Linear Model of Newspaper Use.
Pub Date—5 Aug 84

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adults, *Behavior Patterns, Demography, Information Dissemination, Information Sources, Media Research, Models, *Multivariate Analysis, *Newspapers, *Political Influences,

Politics, Prediction, Predictor Variables, Reader Response, *Use Studies

Identifiers—*Media Use, *Readership Analysis

To develop a model of newspaper readership more closely related to explanation of readership behavior than prediction, a study used a combination of demographic and political participation variables in a multivariate analysis of data obtained in a national survey. Information from interviews of approximately 1,200 adults conducted in 1979 was analyzed to determine level of newspaper use and political activity. Demographic data were also collected. To determine the relationship of the various variables with newspaper readership, a path model that used the log-linear technique originated by L. Goodman (1972) was employed. Results indicated that older (55 and older), wealthy, more educated, politically active people were the most frequent newspaper readers. Overall, the best predictor of readership was political activity, followed by age, followed distantly by education. The findings suggest that since political activity is a good predictor of newspaper readership, and since it is possible to change a person's level of political activity, the newspaper industry should develop campaigns to draw young people into the political process. (FL)

ED 247 567 CS 208 393

Rose, Mike
The Freshman Writing Program: A Descriptive Report.
Pub Date—Jan 84

Note—61p.
Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*College English, Course Descriptions, *Curriculum Design, *English Curriculum, English Teacher Education, Higher Education, Teaching Guides, *Writing Instruction
Identifiers—*Freshman Composition, University of California Los Angeles, *Writing Programs

To describe the largest division in the University of California (Los Angeles) writing program, this report focuses on placement and testing procedures, curricular principles, course descriptions and goals, and staffing concerns. The first part of the report discusses the components of the Freshman Writing Program—including the English Composition Requirements of the university and the Subject A Requirement (a university-wide minimal writing-ability standard) and the methods of completing these, the Freshman Summer and Preparatory Programs, and the Honors Collegium. The curricular principles next described include teaching students to write the kind of discourse that is central to academic inquiry, building writing assignments on the kinds of materials students encounter at the university, relating writing assignments sequentially, and presenting the students with challenging writing curricula. The paper then goes on to discuss the courses for English 1, 3, and A, giving detailed sample curricula for each, and describing the Freshman Preparator Program Curriculum, the Project Workshop, and the Cross-Disciplinary Theme-Centered Course. Finally, the staffing of the programs, staff development, and program development are described. The 5 appendixes of this document include explanations of the Subject A Requirement, detailed syllabi and sample lessons for courses, and a syllabus for English 495A and B-Supervised Teacher Preparation. (HOD)

ED 247 568 CS 208 397

Moore, Michael T.
The Relationship between Problem-Finding and Originality, Craftsmanship and Aesthetic Value of the Written Product in Two Groups of Student Writers.
Pub Date—[82]

Note—35p.
Pub Type—Reports—Research (143)
EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Creative Thinking, *Creativity, *Discovery Learning, Elementary Secondary Education, Middle Schools, *Problem Solving, *Writing (Composition), Writing Instruction, *Writing Research
Identifiers—*Problem Finding

A testing procedure used by J. W. Getzels and M. Csikszentmihalyi (1964) to gauge the relationship between problem finding and creativity in art students was employed in a study designed to determine if the same relationship existed in writers. Subjects were middle school students identified as either creative or noncreative by two separate measures and by their teachers. Eight creative and eight

noncreative students identified in this manner were matched according to sex, grade, and IQ. Each student was asked to produce a piece of writing based on 15 objects placed on a table. They were told to use any or all of the objects and to arrange them as they wished. Two sets of evaluators judged the resulting writing on a variety of criteria, including the number of objects touched, the nature of the arrangement, the exploratory behavior exhibited by the subject, the amount of time spent writing, the total amount of time spent on the task, writing fluency, how the subject had changed the reality of the objects, and how their perspectives had changed. Results indicated that the creative students touched and manipulated more objects, chose more unusual objects, spent more time prewriting, and seemed to see more relationships between objects as measured by changes in the object reality variable than did noncreative students. These findings suggest that the attempt to understand a deeper structure in the relationship among objects and in how they occur has an effect on the originality of writing. (FL)

ED 247 569 CS 208 398

Zarnowski, Myra Shepper

Cohesion in Student Narratives: Grades Four, Six, and Eight.

Pub Date—Mar 83

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Cohesion (Written Composition), Connected Discourse, Developmental Stages, *Discourse Analysis, Elementary Education, Grade 4, Grade 6, Grade 8, Language Acquisition, *Narration, Oral Language, *Semantics, *Sentence Structure, Visual Stimuli, Writing (Composition), *Writing Research.

A coding scheme developed by M. A. K. Halliday and R. Hasan was used in a study that investigated how students in grades 4, 6, and 8 developed meaning within narrative texts. Students, after being presented with a visual stimulus, were asked to describe what was happening and say what happened before and after the picture. Next, an oral assignment closely paralleled the written, with a picture as a stimulus and information concerning role, audience, and setting. Each communication unit in the texts was coded to determine instances of the number of ties per communication unit, cohesive items within the text, type of cohesive tie, distance between cohesive items and the direction of the tie, and presupposed items. Among the findings were the following: (1) at all grade levels, lexical cohesion occurred more frequently in the written narratives than in the oral; (2) for narratives written in grades 4 and 6, lexical cohesion accounted for over 50% of the total number of ties produced; (3) students in grades 4 and 6 used a higher percentage of reference ties in their oral than in their written narratives while students in grade 8 reversed this trend; (4) the percentage of conjunctive ties remained relatively stable throughout the three grades except for a sharp decline in their use in the grade 8 written samples; (5) both substitution and ellipsis occurred infrequently; and (6) the narratives with the highest number of ties per communication unit were produced by eighth graders, while those with the lowest number of ties per communication unit were produced by fourth graders. (HOD)

ED 247 570 CS 208 401

Whitley, Carol A.

Focusing in the Composing Process: The Development of a Theory of Rhetorical Invention.

Pub Date—[82]

Note—31p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Theories, *Prewriting, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Processes, Writing Research

Identifiers—Invention (Rhetorical), *Theory Development

To develop a theory of invention that would include both generation and selection of material for written composition, the four major current theories of invention were considered. Since only one prewriting-included a selection component and was limited in several ways, a psychotherapeutic theory-focusing—was adapted to the composing process in accordance with the principles that underlie adequate rhetorical theories. The resulting theory, which focuses on the composition process, was field tested to extend and refine it and to develop meth-

ods for its use in a wide variety of writing situations. The theory and methods enabled writers to generate and select material through a single coherent and widely adaptable procedure. Five patterns for different kinds of writing—i.e., personal narratives, literature, assigned subjects, comparison/contrast and other essay development types, and persuasion—were developed. (Author/CRH)

ED 247 571 CS 208 402

Pollard, Rita

Fourth Graders' Understanding of Personal Narrative Discourse.

Pub Date—[84]

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Grade 4, Intermediate Grades, *Narration, *Schemata (Cognition), *Writing (Composition), Writing Processes, *Writing Research

Identifiers—Audience Awareness

A study investigated what fourth grade students understand about composing personal narrative discourse. Specifically, the study explored what the subjects understood about structuring personal narrative texts and about evaluating a narrated experience for an audience. Subjects were 13 fourth grade students, and the methodology consisted of participant observation, introspective interviewing, and analyses of written texts. The results indicated that the subjects were able to articulate a narrative schema closely paralleling descriptions of narrative discourse that text linguists offer. They also expressed a preference for more highly evaluative ways of reporting events when presented with alternative ways of expressing their narratives. The findings suggest that fourth grade students have internalized a narrative schema that may influence the structure of their written productions. The findings also suggest that the students employ a variety of syntactic constructions in their texts to mark the significance of narrated events for the reading audience. (Author/HTH)

ED 247 572 CS 208 410

Neuner, Jerome L.

Cohesion in Teaching and Evaluation: Problems and Implications.

Pub Date—[83]

Note—32p.; Tables may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cohesion (Written Composition), College Freshmen, Comparative Analysis, Connected Discourse, *Discourse Analysis, Higher Education, *Sentence Structure, Syntax, *Writing Evaluation, *Writing Instruction, *Writing Research

Identifiers—*Text Structure

Good and poor explanatory essays of 40 college freshmen were analyzed for 18 cohesive ties and chains to determine the appropriateness of the cohesion system for teaching and evaluating writing. The questions that were specifically addressed were: (1) How do writers use the cohesive resources of the language? and (2) How is cohesion related to teachers' perceptions of writing quality? The analysis revealed that the density of ties and length of chains increased disproportionately to the length of essays. A review of individual specimen essays suggested that greater variety and maturity of lexical choice characterized the good essays. Poor essays had frequent pseudochains—long strings of common high-frequency words bearing very little semantic import. Most good and poor essays had a dominant chain connecting several paragraphs. The findings suggest that the cohesion system lacks content and domain selection validity to be appropriate as an evaluation scheme. The system could be used in instruction by a teacher at the point of responding and suggesting revisions, but not as the central emphasis of instruction. (HOD)

ED 247 573 CS 208 411

Growe, Peggy L.

The Writing of Micronesian ESL Students.

Pub Date—[80]

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Cultural Influences, *English (Second Language), Grade 9, Secondary Education, *Student Behavior, Syntax, *Writing (Composition), *Writing Evaluation, Writing Processes, *Writing Research, Writing Skills

Identifiers—*Micronesians, Student Journals

A study explored the content and syntax in the writing of 15 ninth grade Micronesian students for whom English is a second language. Their composing behavior was also observed to determine whether Micronesian students exhibit distinctive composing behaviors or produce writing paralleling their degree of contact with Western culture. A questionnaire was used to determine subjects' exposure to Western culture. Writing behaviors were observed as students wrote in their journals, and writing characteristics were logged from journal entries. Two case study subjects, one less exposed and one more exposed to Western culture, were observed during eight sustained silent writing sessions. The analyses revealed that journal entries for all 15 subjects contained mostly original prose narratives with island settings in the first person point of view. Fewer compositions were written in either the descriptive or the expository mode. Adverb clauses occurred most frequently, and noun clauses occurred more often than did adjective clauses. Very few prewriting behaviors were observed. During drafting, the subjects exhibited (1) pauses while writing, (2) adjustments to text, (3) rereading of text, and (4) accompanying speech. The two case study subjects differed considerably in their degree of contact with Western culture and displayed notable differences in the content and syntax of their writing, as well as in their composing behaviors. (The questionnaire on exposure to Western culture is included.) (HTH)

ED 247 574 CS 208 412

Lifschutz, Ellen St. Sure

Special Sections of Freshman English—A Pragmatic Approach to Teaching University Students with Poor Writing Skills.

Pub Date—Dec 82

Note—22p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, English Instruction, Higher Education, *High Risk Students, *Program Content, Program Development, *Remedial Programs, Writing (Composition), *Writing Difficulties, *Writing Improvement, Writing Instruction

Identifiers—University of California Berkeley

This report describes the Special Sections of Freshman English for Poorly Prepared Students at the University of California at Berkeley. The development of the program is described, including the rationale behind the course, the diverse student make-up, and some of the teaching techniques used (allowing students to choose topics, peer editing, and having students read at least two book-length works per semester). The paper also describes how teaching assistants are incorporated into the course design and finally reports on how budget cuts ended the program. (CRH)

ED 247 575 CS 208 432

Palmgren, Philip Rayburn, J. D. II

A Comparison of Gratification Models of Media Satisfaction.

Pub Date—Aug 84

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Higher Education, Mass Media, *Mass Media Effects, Media Research, *Models, News Reporting, Prediction, *Predictive Validity, *Research Methodology, *Television, Use Studies

Identifiers—Media Use, *Television News, *Uses and Gratifications Research

To enhance knowledge of media consumption processes, a study compared the abilities of six alternative gratification models to predict media satisfaction, specifically, satisfaction with television news. The models were three different formulations of gratifications sought/obtained discrepancies—two emphasizing gratifications obtained and one expectancy-value model. Two of the models also contained evaluation components in an effort to determine whether inclusion on these components increased the predictive powers of gratification models. Subjects, 178 college students, completed a gratifications sought scale concerning television in general, and a gratifications obtained scale concern-

ing each respondent's most frequently watched evening news program. After a two-day period, the subjects completed evaluations of gratifications obtained from television news in general. In addition, the subjects completed a satisfaction scale dealing with television news. Taken as a whole, the findings provided support for a combined expectancy-value/gratifications obtained approach to explaining and predicting media satisfaction. Direct comparison of several theoretical models was found to be particularly useful in exploring the strengths and weaknesses of the different formulations. (FL)

ED 247 576 CS 208 438

Blood, R. Warwick. And Others.
Electoral Knowledge and Uncertainty.

Pub Date—Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decision Making, Information Sources, *Knowledge Level, *Mass Media Effects, Media Research, Politics, *Prediction, Predictive Validity, *Social Science Research, *Voting

Identifiers—Media Use, *Uncertainty

Research indicates that the media play a role in shaping the information that voters have about election options. Knowledge of those options has been related to actual vote, but has not been shown to be strongly related to uncertainty. Uncertainty, however, does seem to motivate voters to engage in communication activities, some of which may influence their voting decisions. Data gathered in a telephone survey of registered voters prior to elections in Columbus, Ohio, in November 1983 were used to determine the role of knowledge and uncertainty in voter decision making. Results indicated that high media use led to knowledge of pro and con arguments about issues and candidates, and that such knowledge was predictive of voting intentions. Voters high in such knowledge were less uncertain in their electoral choices. Voters' motivations for following the campaign, however, did not act as contingent conditions for the media use, knowledge, and uncertainty linkage. (FL)

ED 247 577 CS 208 441

Petty, Gary R.

A First Step toward a Search for Meaning in the Reliance-Political Interest Typology.

Pub Date—Aug 84

Note—58p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Structures, *Concept Formation, Current Events, Information Seeking, *Mass Media Effects, *Media Research, Newspapers, Political Attitudes, *Political Socialization, Politics, *Reliability, Television, Television Viewing

Approximately 823 people were interviewed in a study that sought to determine (1) whether newspaper reliant and television reliant people think about political information in the same manner, and (2) what inferences can be drawn from the viewing of cognitive structures if one assumes a causal ordering from cognitive structure-level of differentiation to the media attended. Political information in the form of national and international political issues were scaled multidimensionally among four political interest/media reliant groups. Each respondent was asked how related two issues were by assigning to each dyad a score from 0-100. Multidimensional scaling and cluster analysis of the data showed that newspaper reliance, whether of higher or lower interest, was associated with a more developed understanding of political information. It also provided evidence that only when television reliance is combined with lower levels of political interest is there a demonstrable difference in the cognitive space allocated to at least some political issues. The findings suggested that reliance, across levels of political interest, has meaning. Further, that television does not necessarily impede the ability to access and use political information. (HOD)

ED 247 578 CS 208 443

Culbertson, Hugh M.

Breadth of Perspective—An Important Concept for Public Relations.

Pub Date—Aug 84

Note—47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Skills, *Interpersonal Communication, Journalism, *Media Research, *Models, *Perspective Taking, *Public Relations, Sociology, Theories

Identifiers—*Breadth of Perspective

"Breadth of perspective" is a significant concept for definition of public goals, especially in line with the two-way symmetric model of public relations practice. The concept involves four components: (1) awareness that more than one definition, stand, or conclusion is possible and is probably accepted as valid by significant persons or groups; (2) awareness that there are, in all probability, differences between one's own position or definition and that of other people; (3) an inclination to take others' views into account when making and carrying out communication decisions; and (4) knowledge of arguments and their ramifications that support viewpoints opposed to one's own. So defined, "breadth of perspective" has roots in a number of disciplines and research traditions, including symbolic-interactionist sociology, personality theory within social psychology, political science, and communication. Three studies have shown partial determinants and implications of breadth of perspective. These include a survey of working journalists, a study of the public relations posture of osteopathic medicine, and a general-population survey relating to three political issues in Ohio. Breadth of perspective is important in public relations because it is in line with the libertarian heritage; it can lead, under many circumstances, to productive, flexible, innovative behavior and output; and it can help articulate and add substance to the two-way model of public relations practice. (Author/FL)

ED 247 579 CS 208 456

High School Curriculum Guide in English.

Hayward Unified School District, Calif.

Pub Date—84

Note—214p.

Available from—Hayward Unified School District, P.O. Box 5000, Hayward, CA 94540 (\$15.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Content, Curriculum Development, Educational Philosophy, *English Curriculum, *English Instruction, Language Arts, *Learning Activities, Literature Appreciation, Oral Language, *Reading Skills, Secondary Education, Writing Processes, *Writing Skills

Developed by teachers to provide a district-wide description of English course content, this curriculum guide is intended for use as a basis for planning instructional activities in a number of areas. The guide consists of four main sections: (1) an introduction, which provides a statement of philosophy, a scope and sequence of skills within English courses, and brief course descriptions; (2) discussions of the writing process, of effective writing programs, and of effective reading programs; (3) a taxonomy of skills sequenced according to the grade level in which each is introduced, taught, reinforced, and maintained; and (4) course descriptions providing course goals, objectives, concepts and skills, and suggested methods, activities, and materials. Appendixes contain descriptions of Bloom's taxonomy, a definition and designation of college preparatory English courses that meet the specifications of the California State University system, a statement of the English preparation necessary for admission to the University of California system, a list of graduation requirements for Hayward High School, lists of materials for precollege reading, lists of materials available from the high school library, and a scoring guide for student written work. (FL)

ED 247 580 CS 208 462

Towers, Wayne M.

Weekday and Sunday Newspaper Readership and Some Uses-And-Gratifications.

Pub Date—Aug 84

Note—24p.; Paper presented at the Annual Meeting

of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, Mass Media Effects, *Media Research, *Newspapers, *Reader Response, *Reading Habits, Research Needs, Surveys, Use Studies

Identifiers—*Readership Analysis, *Uses and Gratifications Research

Prompted by the lack of use and gratification studies that have concerned themselves with an examination of newspaper-related behaviors such as subscribing versus not subscribing, buying single copies versus not reading at all, and weekday versus Sunday newspaper readership, a study conducted a telephone survey of 543 persons to determine whether the concepts of surveillance, diversion, and interaction could prove useful in explaining such newspaper readership behaviors. Questions were asked concerning demographics, media usage, and reactions to a selection of use and gratification statements. In addition, three idiosyncratic statements were added to permit the emergence of other statement groupings. The data analysis revealed that subscribers who read both weekday and Sunday newspapers tended to have a strong generalized orientation toward surveillance of the environment, while nonreaders tended to view the newspaper as a diversion to pass time. Single copy readers used weekday newspapers as an interaction tool for finding materials to talk about, while Sunday newspaper single copy readers were more oriented toward the surveillance notion of understanding what is going on. The differences in the orientations of single copy readers helped to account for differences between weekday and Sunday circulation for local newspapers. (HOD)

ED 247 581 CS 208 469

Pritchard, David

Race, Homicide, and the News: A Longitudinal Study.

Pub Date—Aug 84

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Content Analysis, Court Litigation, Crime, Criminals, Hispanic Americans, *Media Research, *Minority Groups, *Newspapers, *News Reporting, Press Opinion, *Racial Bias, Reader Response, Victims of Crime

Identifiers—*Homicide, Wisconsin (Milwaukee)

A longitudinal study was conducted to determine the extent to which the race of homicide suspects and victims influenced newspaper coverage of the crime and prosecution. Based on reader response, it was hypothesized that homicides involving members of minority groups would receive less newspaper coverage than those involving Whites. Coverage for 90 nonvehicular homicides and subsequent prosecutions in two Milwaukee, Wisconsin newspapers was reviewed, as were appropriate police and court records. Story length, thoroughness, and fairness were determined. Blacks and Hispanics were combined into a "minority" category for purposes of analysis. The results did indicate that race influenced how the newspapers covered homicides. However, it seemed to be the suspect's race, rather than the race of the victim that best predicted how the story was covered. All other things being equal, homicides allegedly committed by Blacks or Hispanics were likely to be covered less extensively than homicides allegedly committed by Whites. This finding does not prove that the Milwaukee newspapers downplayed minority homicide because they are racist or because they did not value the lives of Blacks and Hispanics. At least three plausible alternate explanations should be considered: (1) newspapers allocate space and staff effort to homicides in inverse proportion to the frequency of homicide among certain identifiable community subgroups, (2) newspapers are engaged in a benign effort to downplay news that reflects negatively on minorities, or (3) newspapers allocate more resources to stories they feel would be of greater interest to readers. (HTH)

ED 247 582

Potter, W. James

CS 208 490

Elaborating the Relationship between TV Viewing and Beliefs about the Real World: Possible Contingent Variables.

Pub Date—Aug 84

Note—32p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Beliefs, Concept Formation, Higher Education, *Mass Media Effects, Secondary Education, Social Attitudes, *Social Cognition, Social Theories, Student Attitudes, Television Research, *Television Viewing

Identifiers—*Media Role, *Reality

Two studies investigated the validity of the Cultivation Hypothesis, which holds that the more people view television the more they will see the world as mean and violent. Specifically, the study examined whether three psychological variables affected the relationship. The variables are (1) Magic Window, the degree to which a person believes television program content is an accurate picture of reality; (2) Instructional Motives, which refers to the degree to which a person uses television to seek social information; and (3) Identity, the degree to which a person sees a match between characters on television and real people. An instrument was developed to measure these variables and administered first to 92 college students, then to 237 high school students, along with a television viewing questionnaire. Results indicated that subjects in both groups consistently overestimated the danger of being victimized. In addition, the relationship between television viewing and reality estimates was sometimes positive, sometimes negative, and sometimes zero depending upon whether the person was in a high, medium, or low group as defined by the psychological variables. In general, the findings support the Cultivation Hypothesis. (FL)

ED 247 583 CS 208 499

Brown, Earl R., Jr. Brown, Margaret C.

Sentence Combining as a Practical Diagnostic Tool.

Pub Date—Oct 83

Note—27p; Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (Arlington, VA, October 7-9, 1983).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, *Diagnostic Tests, Educational Diagnosis, Essay Tests, Evaluation Methods, Higher Education, Holistic Evaluation, *Sentence Combining, *Writing Evaluation, *Writing Exercises, *Writing Instruction

Writing samples as diagnostic measurement tools have many variables that the instructor must control-time is a factor, and often the instructor needs more than one sample to fairly evaluate student writing ability. One method for better predicting the exact nature of students' writing problems is sentence combining. For sentence combining to be considered a direct measure of writing, it must be open (unsignaled)-which is thought by some theorists to mimic the writing process-and whole-discourse so that students have a concept around which to fit the given kernels as well as a context in which to understand each kernel. Their revision of the open, whole-discourse exercise demonstrates their understanding of the writing process since they must rely on composing (augmenting the given idea), revising (including transforming, embedding, chaining, and deleting), and editing (including copying skills and the solving of usage problems encountered in the revising stage). Other advantages include lower student apprehension because content is provided and they base their revision choices on attempts to create consciousness in the audience, to reveal empathy, to establish distance between writer and audience, and to place complex material at the end of a sentence. Overall, sentence combining gives students a fair chance to demonstrate their skills, while the limitation of possible choices makes evaluation easy for the instructor. (CRH)

ED 247 584 CS 208 503

Becker, Lee B. And Others

A Report on Detroit Media Coverage of Magnum and Vista: A Case Study of Press Criticism.

Pub Date—Aug 84

Note—16p; Paper presented at the Annual Meeting

ing of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, Case Studies, Content Analysis, *Media Research, *News Media, *News Reporting, Politics, Press Opinion, Racial Attitudes, Racial Relations, Responses

Identifiers—*Media Coverage, *Michigan (Detroit)

A four-month investigation was conducted of media coverage of two controversies involving government officials in Detroit, Michigan. Data were gathered from three sources: journalists involved in covering the stories, people involved in the stories, and the printed stories. Using public documents, the history of one of the controversies was reconstructed, and this was used to compare what actually happened with the media's interpretation of what happened. Among the conclusions reached in the study are the following: (1) the media raised legitimate and important questions about how the city of Detroit conducted its business in both controversies; (2) the stories as covered by the media differed in significant ways from the story as reconstructed; (3) the media seemed particularly inept in explaining, in both controversies, the nature of the investigation and the role the media were playing in it; (4) the media made extensive use of unnamed sources in both controversies; (5) in both cases, the media repeatedly released information suggesting wrongdoing; (6) broadcast journalists viewed the controversies as newspaper stories and reported mostly what the newspapers were reporting; and (7) the columns of the newspapers studied contained some clear instances of racist language. Media reaction to the study was somewhat defensive and narrowly focused. (A copy of one columnist's reaction to the study is appended.) (FL)

ED 247 585 CS 208 517

Ettema, James S. Glasser, Theodore L.

On the Epistemology of Investigative Journalism.

Pub Date—Aug 84

Note—33p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Epistemology, *Information Sources, *Journalism, Media Research, Newspapers, *News Reporting, *News Writing

Identifiers—*Investigative Journalism, *Investigative Reporting

In focusing on the epistemology of journalism, this paper seeks to determine how reporters, particularly investigative reporters, know what they know. It begins by distinguishing between the validity of knowledge claims and their everyday justification, assuming the latter to be the proper focus for a phenomenological study of what passes as knowledge among journalists. The paper then examines the investigative process as practiced by a distinguished reporter, and concludes that although the process may verify knowledge claims it does, by increments, justify the telling of a story that embodies those claims. It recounts the phases of justification: (1) a tip is selected if it may lead to a potentially productive investigation; (2) evidence is collected, not to prove the story but to justify the assembly of a story that can be further scrutinized; and (3) the story is tested by assembly to determine if the components validate each other and the story. The paper suggests that if a story, once assembled, cannot be disconfirmed, it emerges from the process as fully justified. The paper concludes that it does not seek to promote the process of justification as the best model for investigative reporting, but rather presents the process as a practical human achievement and a workable procedure for accomplishing practical tasks. (Author/CRH)

ED 247 586 CS 208 519

Hartog, Carol P.

The UCLA Writing Program for University Administrators.

Pub Date—3 Mar 83

Note—9p; Paper presented at the Meeting of the California Association of Faculty in Technical and Professional Writing (Santa Barbara, CA, March 3, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *Business Communication, Higher Education, Inservice Education, Professional Development, Revision (Written Composition), *Technical Writing, *Writing Improvement, *Writing Instruction, Writing Processes

Identifiers—Audience Awareness, Writing Programs, *Writing Workshops

The Administrative Writing Program developed at the University of California-Los Angeles (UCLA) has served both the administrators and the writing staff that offers it. Using course material that comes from UCLA office files, the program teaches writing as an administrative act, focusing on four topics: the written product, the writing process, types of administrative writing, and the context of writing. The class is conducted as a workshop, centering on writing, analysis, and revision; discussions focus on writing samples or exercises with emphasis on situation, purpose, and effect. During the initial session, administrators are asked to fill out a questionnaire on their administrative responsibilities, the types of writing they do, their primary concerns, and their writing situations. Each week, participants are given a free writing assignment related to class discussions, i.e., how their writing changes for different audiences. Participants are also asked to bring their own writing samples and revisions. Through this workshop, administrators learn to develop self-consciousness and confidence, learning to analyze and control their writing situations. At the same time, their improvement contributes to campus administration and advances the writing program. (HOD)

ED 247 587

CS 208 521

Farr, Marcia

State of the Art: Children's Early Writing Development.

Pub Date—Apr 84

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Child Language, Children, *Language Processing, Language Skills, *Language Usage, Preschool Education, Primary Education, Research Methodology, State of the Art Reviews, Writing Processes, *Writing Readiness, *Writing Research

Noting the close relationship among reading, writing, and oral language documented by research, this paper considers studies of early writing development in the context of emergent literacy rather than in the context of work on writing processes and their development. Following a brief review of early studies of emergent literacy that includes analyses of both written products and literacy contexts, the paper examines in detail some recent studies within a conceptual framework that consists of three views of writing: writing as language, writing growth and development, and writing variation in context. From the significant amount of convergence in the findings of the studies, the paper concludes that what researchers are learning is not only an interesting picture of children's early writing development, but a valid one. (FL)

ED 247 588

CS 208 526

Ede, Lisa

Public Discourse and Public Policy: A Case Study.

Pub Date—Apr 84

Note—35p; Paper presented at the Annual Meeting of the Oregon Council of Teachers of English Spring Conference (Bend, OR, April 6-7, 1984). Funding for this research was provided by the Oregon Committee for the Humanities.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), Community Study, Community Support, *Discourse Analysis, *Editorials, Journalism, *Letters (Correspondence), Newspapers, *Opinions, *Persuasive Discourse, *Public Policy, Writing (Composition)

Identifiers—*Letters to the Editor

Letters to the editor, one of the major ways citizens can respond to, and possibly even influence, public policy decisions, are good examples of public discourse. Those who take the time to write guest editorials or letters to the editor hope to go beyond self-expression to communication. They hope to in-

fluence the beliefs and attitudes, and even the actions, of others—to change minds. And yet, relatively few letters achieve this aim. Whatever their intent, the effect of many letters is to build not bridges but walls. Too often letter writers present a one-sided point of view and fail to empathize with those with whom they disagree. Or, writers are unwilling or unable to see beyond their own value and belief systems, making open debate of crucial issues both difficult and time-consuming. Another problem is writers' failure to adequately consider the assumptions and values of their audience. There are no simple solutions to problems as complex as these, especially since each letter is and ought to be unique. Nevertheless, there are three principles that, if followed, can lead to more effective communication: (1) consider audience and purpose carefully; (2) ground the argument, when possible, in assumptions or values shared by the audience; and (3) be specific, concrete, and when relevant and appropriate—personal. (HOD)

ED 247 589 CS 208 528

Legan, Lloyd And Others

Handwriting Implementation Project Study (HIPS). Report #1, Preparation for the Dissemination Phase.

Queensland Univ., Brisbane (Australia). Dept. of Education.

Pub Date—Aug 84

Note—50p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Curriculum Enrichment, Curriculum Evaluation, *Curative Writing, *Handwriting, Primary Education, *Writing Instruction, *Writing Skills

The purpose of this report is to provide data on the progress of the Handwriting Implementation Project, which is designed to assist in installing the Beginner's Alphabet and Queensland Modern Cursive Script in Queensland government primary schools. Following an introduction that describes the phases and processes of curriculum development and installation, the report describes the study approach as situational and collaborative in diagnosing a problem in specific contexts and attempting to solve it with help from members of the project. Next, a historical overview of the production phase, describing the development of handwriting instruction in the government schools, is given, followed by a description of the dissemination of handwriting project information to school staff members. The remaining half of the report provides details on implementation plans and procedures through 1984, outlines suggestions and guidelines for teachers and administrators, and includes participant responses to an initial 10-day training program for a team of advisory teachers assigned to help the various regions introduce the script into local classrooms. The pre- and post-course "aides-memoire" used to gather data from the advisory group and a description of the training program are appended. (CRH)

ED 247 590 CS 208 529

Hays, Robert

The NAD/NARB System: Advertising Self-Regulation at Work.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-496

Pub Date—Jul 84

Note—3p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Codes of Ethics, Consumer Protection, *Professional Associations, *Self Evaluation (Groups)

Identifiers—*Advertising Industry, National Advertising Division, National Advertising Review Board, *Self Regulation (Groups)

Self-regulation, as defined by the National Advertising Division/National Advertising Review Board (NAD/NARB), is a process whereby the advertising industry regulates itself and turns to the federal government only if the system fails. The NAD/NARB system involves a two-step process: complaints are initially handled by the NAD and then are either adjudicated there or later appealed to the NARB. The NAD functions as the workhorse of the process, but handles only complaints involving truth and accuracy in national advertising. When the NARB is called upon to hear appeals, five-member panels are drawn from a 50-member pool. Although the system's prospects looked bright

after its establishment in 1972, several legal scares rocked the system. Evaluation using 10 ground rules for evaluating international self-regulation of advertising and comments by critics and defenders indicate that the NAD/NARB system has both succeeded and failed at its mission. The system is still functioning and has been able to handle its entire caseload, as yet without turning to the federal government. Diminishing public awareness and a lower caseload are thought by some observers, however, to suggest a bleak future for the system. (HTH)

ED 247 591 CS 208 530

Muni, Marilyn

Access to Local Records and Meetings in Iowa.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-495

Pub Date—Jul 84

Note—7p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Confidential Records, Court Litigation, Disclosure, Freedom of Speech, *Information Sources, Journalism, Local Government, *News Reporting, Privacy, *State Legislation Identifiers—*Freedom of Information, *Iowa

Since opposition to media coverage of local government can be powerful, a reporter covering municipal and county affairs in Iowa should be familiar with access to information laws. Chapter 28A of the Iowa Code provides that "reasonable" public notice precede all governing board meetings and specifies that the time, date, place, and tentative agenda be included. The Chapter provides for closed sessions only under certain circumstances. Chapter 68A of the code provides for access to most records of the government bodies and to court records. While the code does not specifically state which records are open, it does list 17 types of records that are regarded as confidential unless otherwise ordered by a court or other authorized person, including student records, hospital and medical files, trade secrets, and attorneys' records. Law enforcement efforts often end in court, so reporters need to be aware of what court records are available and where to find them. In addition, a reporter should be aware of privacy laws that govern free access. Sometimes a reporter's best recourse for gaining access to the records comes from knowing the laws governing their use. Despite knowledge of all these laws and procedures, the reporter may still have to resort to litigation and, thus, should be aware of the court cases filed by Iowa newspapers and news organizations. The most recent legislation (a "Fair Compromise on Records" bill passed in March 1984) provides two advantages for citizens who bring public records suits: it puts the burden on the public official to comply with the law and provides that, in the event of an unfavorable decision, the losing public official shall pay court costs. (HTH)

ED 247 592 CS 208 531

Campbell, Martha

Mastery Learning in the College Learning Center.

Pub Date—Mar 83

Note—19p.; Paper presented at the National Association for Remedial/Developmental Studies Conference (Little Rock, AR, March 1983).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Individualized Instruction, *Learning Laboratories, *Learning Strategies, *Mastery Learning, Skill Centers, Skill Development, Two Year Colleges, Two Year College Students

Identifiers—*Bloom (Benjamin S), Dekalb Community College GA

According to Benjamin Bloom's (1981) concept of mastery learning, most students—given the appropriate instruction and learning resources, adequate time spent learning, and perseverance—can learn a particular academic skill. Because a classroom often does not provide enough time or resources for developmental students to master necessary basic skills, the Dekalb (Georgia) Community College South Campus (DCC-S) learning center offers services essential to helping students achieve mastery learning in the areas of English grammar and composition, math, reading, and study skills. The preconditions it has established are that the classroom instructor, learning center staff, and students must comprehend what tasks are to be learned, what procedures are to be followed, and

what evaluative instruments are to be used. Among the instructional services it offers are one-to-one tutorials by knowledgeable persons and a variety of resource materials in different instructional modes, including videotapes, audiocassettes, and programmed and unprogrammed texts. Additional instructional services include minicourses, independent study sections, and individualized class sections. DCC-S also employs frequent evaluative testing and retesting to pace and motivate students. The learning center is also accessible in terms of location and hours to enable students to devote adequate time to their learning. Finally, perseverance by the students is encouraged by the tutors' eagerness to help and by the students being able to repeat tests and show visible progress toward mastery. (CRH)

ED 247 593 CS 208 534

Wright, Andrew And Others

Games for Language Learning. New Edition.

Report No.—ISBN-0-521-25861-8

Pub Date—84

Note—212p.

Available from—Cambridge University Press, 32

East 57th St., New York, NY 10022 (\$22.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Class Activities, *Curriculum Enrichment, *Educational Games, Language Acquisition, *Language Arts, Language Attitudes, *Language Enrichment, Language Experience Approach, Language Skills, *Learning Activities, Learning Strategies, Teaching Methods, Vocabulary Development

To help students practice and manipulate a newly learned language, games that help the teacher create contexts in which the language is useful and meaningful are presented in this book. The introduction provides answers to questions teachers may have—including why and for whom games are useful—and also offers practical pointers for explaining the games to students and making sure that all of them are comfortable with the games, e.g., those reluctant to participate might act as judges and scorers. The contents include chapters on picture games, psychology games, magic tricks, caring and sharing games, card and board games, sound games, story games, word games, true/false games, memory games, question and answer games, guessing and speculating games, a skills and level summary of the games in the text, and an index to structures and types of communication. (CRH)

ED 247 594 CS 208 535

Rudman, Masha Kabakov

Children's Literature: An Issues Approach. Second Edition.

Report No.—ISBN-0-582-28397-3

Pub Date—84

Note—476p.

Available from—Longman Inc., College Division, 1560 Broadway, New York, NY 10036 (\$15.95).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Adolescents, Annotated Bibliographies, Bibliotherapy, *Children's Literature, Elementary Secondary Education, Literary Criticism, Minority Groups, Picture Books, Recreational Reading

As a reference guide to selection of children's books, this book considers the appropriateness of such books for bibliotherapy as well as issues of a societal and developmental nature. Each of the book's chapters contains an introduction to an issue, a section relating particular books to the topic, suggestions for activities that teachers or concerned adults may follow, reading extension activities, an annotated list of sources, and a selected recommended list of children's books pertaining to the topic. The chapter topics include (1) the family, with sections on siblings, divorce, adoption and foster care; (2) sex; (3) gender roles, with sections on history and biography, girls as main characters, and men and women in children's books; (4) heritage, with sections on Native Americans, folklore, history, customs, contemporary life, and Afro-American heritage, as well as bibliographies on Asian Americans, Hispanic Americans, and Jewish Americans; (5) special needs, with sections on physical disabilities and neurological disabilities, among others; (6) old age; (7) death; (8) war; and (9) a method for instituting a reading program. Appendices include publishers' addresses, selected children's book awards, and other references for children's litera-

ture. (CRH)

ED 247 595 CS 208 536

Paiva, Fred K.
Smoking and Health: Role of Magazines in the Development of an Issue.

Pub Date—Aug 84

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Health, Higher Education, *Information Sources, Journalism, *Mass Media Effects, *Media Research, *News Reporting, *Periodicals, Press Opinion, Scholarly Journals, *Smoking, Social History, Social Problems

To outline the development of smoking as a health issue as it was covered by magazines, a study tested the hypotheses that (1) the pattern of media attention to the issue would begin in professional and scientific journals, expand into books and government publications, and then appear in consumer magazines; and (2) the distribution of subtopics within the issue would show that a specific subtopic was given wide attention at a particular period. To test the hypotheses, the number of articles on smoking published each year as indexed in "Reader's Guide to Periodical Literature," the "Current List of Medical Literature," and the "Cumulated Index Medicus" was counted. Titles were not categorized for medical journal articles as they primarily concerned physiological effects of cigarettes and smoke. Titles listed in the "Reader's Guide" were categorized according to the following subjects: smoking and health, quitting the habit, antismoking campaigns, nonsmoker's rights, consumer information, ethics, youth, business, advertising, and other tobacco products. Data revealed that, in fact, the earliest coverage of the issue appeared in medical journals, then science periodicals, and finally general interest magazines. However, it was found that popular magazines covered the issue before government publications and books, and played an important role in promoting awareness of the issue. Finally, the second hypothesis was illustrated by change in emphasis over time from articles on smokers' health to ones concerning ethics. (CRH)

ED 247 596 CS 208 537

Smith, Eugene
Conducting a Follow-Up Study of Students in Writing Courses.

Pub Date—[84]

Note—17p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, Influences, Program Effectiveness, Revision (Written Composition), *Student Attitudes, *Teacher Effectiveness, *Writing Instruction, *Writing Processes, *Writing Research

Identifiers—Audience Awareness, Invention (Rhetorical)

Recognizing the need to assess the long term effects of composition instruction, a study was conducted to determine whether students could remember significant aspects of a writing course up to two years later, to discern their assessment of the effects of the course on their subsequent writing attitudes, and to solicit suggestions based on students' cumulative experiences with writing and instruction for improving writing courses. The study involved 11 students ranging from freshmen to seniors with majors in several fields, including English. Each had taken an intermediate or advanced course in expository writing taught by the researcher. An interview and spontaneous writing session was conducted with each of the subjects. As a tool for evaluating the long term effectiveness of writing instruction, this method proved successful. When asked to explain the invention techniques used to begin their most recent piece of finished writing, subjects mentioned freewriting, brainstorming, and outlining. Only three people mentioned the response of another person as an important dimension of their revising processes. Self-help tactics included reading aloud and handwriting, or even printing a second draft. The most often cited effects of the writing course were more structured writing habits, better self-discipline, increased curiosity about writing and its capability for self-development, and an enhanced appreciation of the effects of audience awareness. Writing samples tended to con-

firm or elaborate upon oral responses. (HTH)

ED 247 597 CS 208 538

Siegel, Gerald
Teaching College English to Nontraditional Students: A Survey of Research.

Pub Date—14 Apr 84

Note—17p.; Paper presented at the Annual Meeting of the College English Association (Clearwater Beach, FL, April 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *College Students, *Curriculum Development, *English Instruction, Guidelines, Higher Education, Literature Appreciation, Literature Reviews, *Nontraditional Students, Standards, *Teacher Attitudes, Teaching Methods, Writing Instruction

A review of the literature reveals some of the issues English teachers face when dealing with nontraditional students. An overview of the needs and instructional preferences of such students grew out of a larger project being conducted on the subject at Seattle University, which showed that adults seem to prefer (1) a problem solving focus, (2) practical learning experiences, (3) learning that is incorporated into existing experience, (4) an individual approach to instruction, (5) teaching approaches other than lecture, (6) grades that are based on more than tests, (7) a variety of ways to meet course requirements, and (8) instructors who are interested in their progress, who are relaxed and informal in class, and who have a realistic view of their students' outside duties. Other studies show that successful literature programs for adult learners feature innovative scheduling and packaging, variety in methods of instruction, and a high degree of individualization. This may involve materials modified for particular students, selection of materials relevant to the students' own lives, or adaptation of existing materials. Many of the general principles used with literature classes seem equally effective for writing courses. Nontraditional students seek practical writing competencies. They are more interested in technical writing, including resume writing, writing compositions, writing research papers, and research design and proposals, and are more likely to enroll in shorter courses that stress essential writing skills. Some problems these students have in writing are lack of advance planning, organization, and sense of purpose in organization. (CRH)

ED 247 598 CS 208 539

Fowler, Elaine D.
Practice and Feedback in Elementary School Writing Instruction.

Pub Date—[78]

Note—26p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Elementary Education, *Feedback, Punctuation, *Self Evaluation (Individuals), Sentence Structure, Spelling, Teaching Methods, *Time on Task, *Writing Improvement, *Writing Instruction, *Writing Research

Identifiers—*Free Writing

An interest in conditions of practice and feedback led to a study which examined the effect on writing by elementary school students of (1) two types of practice, both similar to "free focused writing"; (2) practice at a frequency greater than once a week; and (3) a procedure by which students measured their own performance and provided themselves with feedback. Subjects were 130 second, third, and fourth grade students from six schools, along with six teachers. Both treatment groups wrote for 15 minutes, three times a week, for 10 weeks and completed 5 pretreatment and 5 posttreatment exercises (which took two weeks), for a total of 12 weeks of writing. After each exercise, students counted the number of words they had written (regardless of errors) and recorded the total on a graph; the count was considered self-provided feedback as there was no teacher or peer feedback. There were no restrictions or suggestions on mode of writing, but students were given a sequence of general subjects and were permitted to move to another subject after writing on one. Results showed significant gains in both treatment groups, for groups of boys and girls, and for different grade levels in fluency, spelling, and other matters of correctness in wording. Significant gains were also found in some but not all aspects of sentence complexity and no differences were found between groups provided verbal and vi-

sual stimuli. (HOD)

ED 247 599 CS 208 540

Emery, Winston G. Sinatra, Richard
Improving Written Literacy through Visual Literacy.

Pub Date—May 83

Note—23p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (Montreal, Quebec, May 1983).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Elementary Secondary Education, Higher Education, *Language Acquisition, Language Processing, Learning Processes, Literature Reviews, *Perceptual Development, *Verbal Ability, *Visual Learning, *Visual Literacy, Writing Processes, Writing Research, *Writing Skills

Identifiers—*Theory Practice Relationship

In advocating written literacy through visual literacy, this paper presents an overview of supporting theory and evidence and demonstrates practical application through visual compositions. The research reported in the first section of the paper includes the general theoretical stance of writing-as-process educators, who believe that the acquisition of language is a developmental process, embarked on because of the innate propensity of individuals to make sense of the world to themselves and others. The second theoretical stance included in the second section is that of educators investigating visual literacy, or the apparent similarity between certain visual and verbal behaviors. The third and fourth sections briefly overview current research in perception, imagery, and cerebral hemisphere asymmetry and their link to composition. A final section explains how pictures and visual compositions can be used in the classroom to aid verbal literacy development. (CRH)

ED 24 / 600 CS 208 543

Tchudi, Stephen
Actions for Excellence in English.

Pub Date—20 Nov 83

Note—6p.; Comments presented on taking office as president of the Council at the Annual Meeting of the National Council of Teachers of English (73rd, Denver, CO, November 18-23, 1983).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, Educational Needs, Elementary Secondary Education, *English Instruction, Literacy, *Professional Associations, *Professional Development, Teacher Role

Identifiers—*Excellence in Education, *National Council of Teachers of English

The National Council of Teachers of English (NCTE) must take steps to ensure that proposals for reform in literacy education are based on the best research, theory, and practice of teaching as well as on the perceived needs of the public and press. NCTE members can take steps to advise legislators and school board members of some of the "Actions for Excellence in English," which are relatively inexpensive and which reflect current knowledge of teaching and learning in English, including the following: (1) create fellowship programs for teachers in service to allow them to retrain and reeducate themselves in new methods of literacy teaching; (2) establish commissions of experienced English teachers and concerned community members to investigate local needs in literacy education and to make recommendations for the schools; (3) take advantage of institutes and workshops that offer excellent low-cost professional development; (4) channel funds away from the adoption of expensive back-to-basics textbooks toward the purchase of quality books, magazines, newspapers, and similar materials of literacy; (5) promote programs in "reading and writing across the curriculum" so that literacy is the focus of every classroom; (6) reduce class size; and (7) publicize programs that do an excellent job of teaching English. NCTE can provide extensive resources for members helping legislators and school boards improve English programs. (HTH)

ED 247 601 CS 208 544

Wilucki, Belinda McCully
The Impact of Teachers' Orientation to Literacy on Children's Developing Concepts of Written Language in Kindergarten.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date—84

Note—99p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, *Concept Formation, *Ethnography, Grammar, Holistic Approach, Kindergarten, Language Acquisition, Learning Theories, *Literacy, Student Reaction, *Teacher Attitudes, Writing (Composition), Writing Instruction, Writing Readiness, *Writing Research

Identifiers—*Writing Development

Using such ethnographic techniques as interviews, classroom observations, and videotape recordings, a study explored the impact of two kindergarten teachers' theoretical orientations to literacy (whole language versus mechanics/skills) on children's developing concepts of writing. Data analysis revealed that children in a communication/whole language classroom wrote more and longer products than did children in a mechanics/skills classroom. Also, children in the communication/whole language classroom were allowed to choose their own topics, thus acquiring the notion that sharing a message was the goal for writing. Generally, the children in the mechanics/skills classroom wrote fewer, shorter pieces, many of which were copied from other sources. Students in this classroom generally listened to teacher instructions about letter shapes and sounds and directions for content and learned to write graphically conventional letters and words. Subjects in the communication/whole language classroom, however, learned to write their message the best they could with some assistance from others if necessary, and shared the message of their completed product with others. As opposed to the communication/whole language classroom where a wide range of writing behaviors were accepted and encouraged, the mechanics/skills classroom restricted the range of writing processes used by the students. Appended are the Analysis Guidelines and the questionnaires and interviews used in the study. (HOD)

ED 247 602 CS 208 545

Wresch, William, Ed.

The Computer in Composition Instruction: A Writer's Tool.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-0815-6

Pub Date—84

Note—218p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08156, \$14.25 nonmember, \$11.00 member).

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Autoinstructional Aids, *Computer Assisted Instruction, Grammar, Higher Education, Prewriting, *Programmed Instructional Materials, Revision (Written Composition), Secondary Education, *Word Processing, *Writing Instruction, *Writing Processes

This compilation of articles on computer applications in writing instruction deals with the areas of prewriting, editing and grammar, word processing research and applications, and programs for the writing process. It contains the following papers: "Recollections of First-Generation Computer-Assisted Prewriting," by Hugh Burns; "Computer-Based Creative Problem Solving," by Dawn Rodriguez and Raymond J. Rodriguez; "SEEN: A Tutorial and User Network for Hypothesis Testing," by Helen Schwartz; "Improving Students' Revising and Editing: The Writer's Workbench System" by Kathleen Kiefer and Charles Smith; "HOMER: Teaching Style with a Microcomputer," by Michael Cohen and Richard Latham; "The COMP-LAB Writing Modules: Computer-Assisted Grammar Instruction," by Michael Southwell; "Integrating Computers into a Writing Curriculum: or, Buying, Begging, and Building," by Lillian Bridwell and Donald Ross; "Real-Time Gadgets with Feedback: Special Effects in Computer-Assisted Writing," by Stephen Marcus; "Can the Computer Stimulate Writers' Inner Dialogues?," by Colette Daulte; "Questions, Answers, and Automated Writing," by William Wresch; "WANDAH: Writing-Aid AND Author's Helper," by Ruth Von Blum and Michael Cohen; "Wordsworth II: Process-Based CAI for College Composition Teachers," by Cynthia Selfe;

and "Toward the Design of a Flexible, Computer-Based Writing Environment," by Christine Newirth. It also contains an annotated bibliography and a glossary of computer terms. (CRH)

ED 247 603 CS 208 546

Simon, Barbara Levy Soven, Margot K.

Writing in the Social Work Curriculum: Whose Responsibility?

Pub Date—[84]

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Writing, Curriculum Development, *Education Work Relationship, Higher Education, Job Skills, Program Descriptions, *Social Work, Teaching Methods, Writing for Publication, *Writing Improvement, *Writing Instruction

One of the constants of professional life for social workers is the need to write. For this reason, the social work instructor needs to emphasize the development of students' writing skills. Such skills cannot be left to composition courses alone, nor can it be assumed that students will emerge from degree programs with sufficient writing ability. La Salle University (Philadelphia) initiated a writing-across-the-curriculum project, in which six instructors, including one from the social work program, met with a composition specialist from the faculty to review writing assignments in light of new theories on the use of writing in college courses. The project combined five one-day summer workshops, periodic group meetings and one-to-one collaboration with the writing specialist throughout the academic year. The impact of the program was evaluated through both teacher and student commentary. As a result of her participation in the project, the social work instructor made a number of changes in the way she assigned writing in the social welfare policy course. In general, the quality of student writing in her course improved discernibly, and students learned how to use writing to record and refine their thinking. Class discussion revealed the value of using writing to link theoretical material with field observations. The results of this pilot writing project suggest that students' writing improves when instructors plan in a systematic fashion the design, sequencing, and implementation of writing assignments. (HTH)

ED 247 604 CS 208 547

Kang, Myung Koo

A Critical Reflection on Comparative Communication Research Methods.

Pub Date—Aug 84

Note—38p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communication Research, *Comparative Analysis, Cross Cultural Studies, *Epistemology, Hypothesis Testing, *Intercultural Communication, International Studies, Mass Media, *Media Research, Models, *Research Methodology

This paper examines the unresolved epistemological and theoretical problems in comparative communication research. The first section examines what "comparative" means by reviewing various fields in the social sciences. The second section provides an overview of epistemic assumptions of comparative communication research and suggests that in the conflict between ideographic and nomothetic positions, researchers need to avoid methodological dogma and to be open to pluralism. It also presents arguments for the formulation of context-bound concepts being included in the domain of scientific discourse. Finally, it discusses the implication that a qualitative and quantitative dichotomy is not useful, and states that comparative communication researchers need to be conscious of the problem of context-boundness. The third section examines problems of comparability at the various stages of the research process: formulation of a comparable concept, selection of societies and research sites, and the development of equivalent measurement. Among the conclusions drawn in this section are: (1) that most research is conducted following the positivistic logic of science, and (2) that before investigating the "shade of meaning" embedded in social context, theoretical examination must take

place in order to compare different social units. (CRH)

ED 247 605

CS 208 549

Freedman, Sarah Warshawer

The Evaluation of, and Response to Student Writing: A Review.

Pub Date—Apr 84

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Feedback, Learning Processes, Student Improvement, *Teacher Effectiveness, *Teacher Response, Teacher Role, *Teacher Student Relationship, *Transfer of Training, *Writing Evaluation, Writing Improvement, Writing Instruction, Writing Skills

A response to a piece of student writing will be most effective if it helps students consciously identify and solve their composing problems, stimulates them to use the response, and helps them to transfer these practiced skills. Furthermore, the response should (1) take place during the process of writing rather than after a piece is completed, (2) be substantive and text-specific rather than purely evaluative and generalized, and (3) be positive and encouraging in tone. By definition, response involves interaction in the same way that conversation involves interaction. If the recipient of the response, in this case the writer, does not hear or read and understand the response to his or her writing, the response cannot be effective. Further, if the writer rejects the response, if it does not serve any function for the writer, then the response is likewise not an effective part of the teaching-learning dialogue. Thus, in evaluating response, it is important to look at whether the writer listens to and understands the response and then at whether the response functions constructively in the learning process. (HOD)

ED 247 606 CS 208 550

Helping Student Writers: Grades K-6.

New York State Education Dept., Albany.

Pub Date—83

Note—51p; For a related document, see ED 194 904.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Guidelines, Program Content, *Remedial Instruction, Teacher Effectiveness, *Writing Evaluation, *Writing Improvement, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—*Writing Programs

Designed for use by elementary school teachers responsible for working with students whose writing test scores indicate a need for remediation, this guide has as its goal the improvement of students' writing skills on a day-to-day basis. The first part of the guide describes the composing process and defines the characteristics of an effective writing program, specifying factors, examples, and criteria for identification of those characteristics. The next part of the guide outlines the expectations for students writing in kindergarten through grade 3 and in grades 4 through 6. The remaining parts discuss (1) organizing the classroom for writing, (2) analyzing student writing as process and as product, and (3) using the student writing product analysis sheet. A description and a sample of the analysis sheet are provided as well as analyses of sample student responses. Two unanalyzed samples of student responses are also included for training purposes. (HOD)

ED 247 607 CS 208 551

Thais, Christopher J., Ed. Suhor, Charles, Ed.

Speaking and Writing, K-12: Classroom Strategies and the New Research.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-4624-4

Pub Date—84

Note—273p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 46244, \$13.00 nonmember, \$10.00 member).

Pub Type—Reports - Descriptive (141) — Col-

lected Works - General (020) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Critical Thinking, Curriculum Development, Curriculum Enrichment, Educational Practices, Educational Research, Educational Trends, Elementary Secondary Education, Integrated Activities, Language Arts, Language Usage, Learning Theories, Listening Skills, Oral Language, Research Utilization, Speech Skills, Teaching Methods, Writing Instruction, Writing Skills

Identifiers—Theory Practice Relationship

To translate the recent research in writing and oral communication into useful suggestions for classroom practice, to focus on ways teachers can help their students grow as writers and speakers, and to stress activities that do not isolate the language arts into units and sever skills from content learning, the articles in this book were prepared by teachers, researchers, and writers. The nine articles are (1) Learning Better, Learning More: In the Home and Across the Curriculum, by Ann Jeffries-Thain and Christopher J. Thain; (2) Talking and Writing: Building Communication Competence, by Donald L. Rubin and Kenneth J. Kantor; (3) Thinking Visually about Writing: Three Models for Teaching Composition, K-12, by Charles Suhor; (4) Oral Communication in the Elementary Classroom, by Barbara S. Wood; (5) Writing Growth in Young Children: What We are Learning from Research, by Marcia Farr; (6) Thinking Together: Interaction in Children's Reasoning, by Jana Stator; (7) Using the New Technologies in Language Communication Education, by Nancy S. Olson; (8) Integrating the Language Arts, by R. R. Allen and Robert W. Kellner; and (9) Assessing Children's Speaking, Listening, and Writing Skills, by Linda Reed. (CRH)

ED 247 608

CS 208 552

Moss, Joy F.

Focus Units in Literature: A Handbook for Elementary School Teachers.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-1756-2

Pub Date—84

Note—245p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 17562, \$13.00 nonmember, \$10.00 member).

Pub Type—Guides - Classroom - Teacher (052) - Books (010) - Opinion Papers (120)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Children's Literature, Content Area Reading, Content Area Writing, Curriculum Development, Curriculum Guides, Elementary Education, Language Arts, Literature Appreciation, Models, Picture Books, Reading Materials, Teaching Guides, Units of Study

Intended as a guide for elementary school teachers to assist them in preparing and implementing specific literature units or in developing more long-term literature programs, this book contains 13 focus units. After defining a focus unit as an instructional sequence in which literature is used both as a rich natural resource for developing language and thinking skills and as the starting point for diverse reading and writing experiences, the first chapter of the book describes the basic components of a focus unit model. The second chapter identifies the theoretical foundations of this model, and the third chapter presents seven categories of questions used in the focus units to guide comprehension and composition or narrative. The remaining 14 chapters provide examples of the model as translated into classroom practice, each including a lesson plan for development, a description of its implementation, and a bibliography of texts. The units cover the following subjects: (1) animals in literature, (2) the works of authors Roger Duvoisin and Jay Williams, (3) the world around us, (4) literature around the world, (5) themes in literature, and (6) fantasy. An appendix of professional references is included. (CRH)

ED 247 609

CS 208 554

Hansen, Craig Wilcox, Lance

Adapting Microcomputers for Use in College Composition Courses.

Pub Date—25 Feb 84

Note—11p.; Paper presented at the Spring Conference of the Delaware Valley Writing Council and Villanova University's English Department (Vil-

lanova, PA, February 25, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Software, Higher Education, Microcomputers, Programming, Word Processing, Writing Exercises, Writing Instruction, Writing Processes

Identifiers—Software Evaluation

Generally, there are three kinds of software that could be used in college writing courses: word processing programs, interactive questionnaires, and text parsers. Although the benefits of these programs are well known, they still pose some problems. Word processors, for example, have been designed to "process" existing text; few have been designed to meet the needs of online composing. The problem with interactive questionnaires is that the text is fixed, while the problem with text parsers is their inability to analyze content. A software package that hopes to solve these problems and provide the teacher with the means to create computer based aids, prompts, and exercises is A Computer Composing Educational Software System (ACCESS). Among its features are a number of exercises already designed and written by and for composition teachers. Teachers might borrow an exercise and adapt it to a particular class and students. Or, they might create exercises such as entering sample texts that students could react to in writing. When teachers sit down to create such exercises, they can choose from nested menus. The first menu, for instance, offers exercises for prewriting, drafting, or revision aids, or drill and practice. Although ACCESS is in large part already programmed, it still awaits debugging and testing. (HOD)

ED 247 610

CS 208 562

Gandy, Oscar H., Jr. And Others

Watch Jesse Run and Tell Me What You See: A First Look at Student Perceptions of the Jesse Jackson Presidential Campaign.

Pub Date—84

Note—22p.; Revised version of the paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Black Students, College Students, Higher Education, Information Sources, Mass Media Effects, Media Research, News Media, Newspapers, Politics, Social Science Research, Student Attitudes, Television

Identifiers—Jackson (Jesse), Presidential Campaigns

A study investigated (1) the nature of black student involvement in and commitment to the campaign of Jesse Jackson for the presidency, (2) the nature of student attitudes toward the campaign, and (3) the relationship among student media use, attitudes, knowledge, and involvement in the campaign. Black students in 20 undergraduate speech classes completed questionnaires eliciting information about their media use, attitudes toward Jesse Jackson, and the campaign in general. Results indicated that students preferred television over newspapers as information sources, with 52% identifying themselves as light readers and only 20% describing themselves as light television viewers. Data also showed that student interest in the Jackson campaign was high, and that attitudes toward him were not rigidly predetermined on the basis of identification with an articulate, attractive black politician. There was, however, considerable student uncertainty about Jackson's position on four campaign issues, which is the possible explanation for the failure to find any relationship between media use and the acceptance or rejection of propositions regarding his position on the issues. (The instrument used in the survey is appended.) (FL)

ED 247 611

CS 504 552

Vincent, Richard C.

Media as System: A Revisionist Approach to Mass Communications History.

Pub Date—11 Nov 83

Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983). Figure 5 may be marginally legible due to small print.

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Historiography, Holistic Approach, Mass Media, Media Research, Models, Research Needs, Research Problems, Systems Approach

Identifiers—Media History

Media historians have been criticized for their inability to ask substantive questions, for ignoring underlying conditions in media's past, and for their failure to relate the narration of technological developments to existing social and cultural tensions. One problem media historians confront is the scope of their research—many media histories seemingly are written without a well-developed purpose. Too often they cite only isolated instances and then ask that these be accepted as universal proofs. There is also a tendency to reduce history to a mere linear sequence where events are portrayed as existing essentially in limbo. One solution to these problems may be the use of a systems theory for historians to view and conceptualize events of its past. Another way to think of the media system is to use a "participants" orientation, examining the interrelationships among the various sectors of the media system. A more complex model is one that views the media process holistically, allowing for inter- and intra-subsystem activity. An advantage of this model is that it does not assume an unidirectional flow of energy. Influence can be exerted on any point in the model from any point in the model. Because the media are complex, a systems theory model may provide the conceptual framework needed for the study of media processes. (HOD)

ED 247 612

CS 504 623

Savage, Grant T.

Decision Making as Negotiation: A Comparison of Two Labor-Management Committees.

Pub Date—May 84

Note—50p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administration, Advisory Committees, Collective Bargaining, Communication Problems, Communication Research, Cooperation, Decision Making, Employer Employee Relationship, Labor Relations, Models, Participative Decision Making

To illustrate decision making as negotiation, this report utilizes P. H. Gulliver's theories concerning negotiation and two case studies of decision making by cooperative labor-management Quality of Work Life (QWL) committees. Negotiation as joint decision-making is discussed and two models that are central to Gulliver's theories of processual negotiation are presented: a cyclical model of information exchange between the negotiation parties, and a developmental model that maps the progress of the negotiations, guiding them with eight conceptually distinct phases that may more or less parallel actual phases in time. The report describes two labor-management committees that are part of a QWL program established to improve both the quality of working conditions for municipal employees and the services provided by city government. It then recounts the operating principles of the QWL program, its expansion, its committee based structure, and the consensus decision-making process it employed. A record of each committee meeting follows, with an abstract of the occurrences at each one. The first analysis section on negotiation as decision making concludes that Gulliver's theory presents little help in explaining why one committee acted successfully and a second inconclusively. The second analysis section concludes that the decision making of the successful committee may be viewed as negotiation because the committee built incrementally on a series of decisions made by the committee, consulted outside parties, and incorporated the diverse interests of different organizational stakeholders in its operation. (CRH)

ED 247 613

CS 504 642

Schneider, Larissa A.

Organizational Structure and the Consequences for Public Relations.

Pub Date—May 84

Note—42p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classification, *Communication Research, *Group Structure, Higher Education, *Information Dissemination, Job Skills, Models, *Organizational Communication, Power Structure, *Public Relations

J. Hage and F. Hull (1981) developed a typology of organizations based on two major dimensions—scale and complexity. The typology delineates four types of organizations: Type 1, "traditional" organizations, typically small-scale structures with low complexity; Type 2, "mechanical" organizations that are large scale, low complexity structures employing many people; Type 3, "organic" organizations that are small scale but characterized by high complexity and small numbers of employees; and Type 4, mixed mechanical/organic groups that are large scale, high complexity operations employing many people. Using existing data collected from 216 organizations employing public relations practitioners, a study investigated how public relations is related to the Hage-Hull typology of organizational systems. Data analysis revealed that (1) Type 1 organizations were characterized by public relations practitioners who only rarely counseled management about public opinion toward their organization, and by public relations activities that were more centralized than in other organizations; (2) Type 2 organizations had less centralization of public relations functions than Type 1 groups; (3) Type 3 organizations were the only ones to place significantly less emphasis on holding press conferences and making formal contact with journalists; and (4) public relations practitioners in Type 4 organizations produced the least number of press releases, instead spending their time writing speeches, counseling management, and working with the news media. (FL)

ED 247 614 CS 504 652
Gudykunst, William B., Ed. Kim, Young Yun, Ed.
Methods for Intercultural Communication Research. International and Intercultural Communication Annual, Volume VIII.

Speech Communication Association, Annandale, Va.

Report No.—ISBN-0-8039-2261-2

Pub Date—84

Note—248p.; For Volume VII, see ED 228 678. Available from—Sage Publications, Inc., 275 South Beverly Dr., Beverly Hills, CA 90212 (\$28.00 cloth, \$14.00 paper. Paper copies, only, are also available from the Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003, 10% discount to members, prepaid). Pub Type—Books (010) — Reports — Research (143) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Communication Research, Content Analysis, *Cultural Awareness, Cultural Differences, Field Studies, *Intercultural Communication, Language Research, Models, Network Analysis, Observation, Research Design, *Research Methodology, Rhetoric, *Speech Communication

Identifiers—*Qualitative Research, *Quantitative Research

The eighth in a series of publications dealing with aspects of intercultural communication, this volume focuses on approaches to intercultural communication research. The 16 chapters of the volume are arranged into three sections: diverse approaches to research, quantitative approaches, and qualitative approaches. Specific chapters discuss the following topics: (1) general issues in intercultural research, (2) the implications of the sociology of knowledge for conducting research, (3) methodological problems in cross-cultural studies, (4) choices researchers must make in conducting a study, (5) the nature of quantitative research, (6) network analysis, (7) an international standard for the measurement of human emotion, (8) a technique to test whether equivalence has been achieved in translations of research instruments from one language to another, (9) quantitative content analysis, (10) measuring responses to filmed interpersonal conflict, (11) qualitative research methods, (12) qualitative content analysis from a Burkean perspective, (13) naturalistic field research, (14) observational techniques, (15) metaphor analysis, and (16) intercultural rhetoric. (FL)

ED 247 615 CS 504 653

Ennis, J. Robert, Hughery, Jim D.
Interviewer Satisfaction and Commitment as a Function of Interviewer Communication Responsiveness.

Pub Date—May 84

Note—23p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Behavioral Science Research, *Behavior Patterns, Behavior Rating Scales, College Students, *Communication Research, *Communication Skills, Higher Education, *Interpersonal Communication, *Interviews, Persuasive Discourse, *Responses, Speech Communication, Student Reaction

Identifiers—Self Report Measures

To determine if an interviewer's orientation toward satisfaction and commitment actually produced different interviewee reactions in these two areas, 20 interviewers conducted an informative and persuasive interview with two different sets of five interviewees (physical education majors). The Conversation Self-Report Inventory (CSRI) was used to identify the satisfaction-oriented and commitment-oriented patterns of interviewers. In one encounter, the interviewer was instructed to gain the subjects' reactions to a proposed physical education course. In another encounter, the interviewer was instructed to gain a commitment from the subjects to sign up for the proposed course. Communication satisfaction was measured by a linear rating scale while commitment was measured using a Thurstone-type instrument. Results showed that communication satisfaction was a function of communication responsiveness, regardless of the purpose of the encounter. Generally speaking, informative encounters produced more satisfaction than persuasive encounters. Behavioral commitment was also found to be a function of communication responsiveness. Both communication responsiveness and individual differences played a role in securing commitment from others. However, there was no support for the role of communicative purpose. It was concluded that the CSRI could be used to identify interviewers' communication patterns. (HOD)

ED 247 616 CS 504 654

Rubin, Rebecca B.
Validity and Reliability of the Communication Competency Assessment Instrument.

Pub Date—May 84

Note—32p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984). Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, College Students, *Communication Research, *Communication Skills, Higher Education, Interpersonal Communication, *Interpersonal Competence, Measures (Individuals), *Test Reliability, *Test Validity

Identifiers—*Communication Competency Assessment Instrument

Forty-one college students participated in a study designed to gather validity and reliability information on a procedure used to measure communication competence, the Communication Competency Assessment Instrument (CCAI). The study, in confirming operationalization validity, found that self-report measures correlated only slightly with observations of students' actual behaviors, while holistic impressions of competence were wholly consistent with the CCAI ratings. In addition, students' persuasive speech grades and instructors' impressions were found to correlate with the CCAI measure, adding to reification, or convergent validity. Elaboration validity analysis discovered that argumentativeness was unrelated to CCAI scores. However, a relationship existed between apprehension, knowledge, and skill, lending credence to the idea that, along with judgments of behavioral appropriateness, impressions of communication competence are also based on perceptions of motivation and knowledge that manifest themselves in actual communication behavior. References, tables, and a figure showing the Communication Competency Self-Report Scale items are appended. (Author/FL)

ED 247 617 CS 504 655

Schiller, Scott S. Hanks, William
Developing an Experiential Learning Program Using Cable Television.

Pub Date—Apr 84

Note—13p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Cable Television, *Course Content, Course Descriptions, *Curriculum Development, Experiential Learning, Higher Education, Instructional Design, Instructional Development, *Management Development, *Production Techniques, *Television Curriculum, Television Teachers

To describe the development of an experiential learning program for mass communication students, this report presents the results of a year-long experiment designed to help students gain in professionalism by both managing a cable channel and producing programs for it. The first section of the report describes the experiment, which was the result of a proposal calling for a graduate cable management seminar with a budget to develop pilot programs and a management structure for an exclusive university cable channel. The second section describes the development of learning objectives through student participation in the design of the management structure and pilot programs, while the third section illustrates the necessity of prefield orientation for independent student studies regarding production deadlines and weekly evaluative reports. The fourth section lists suggested evaluative procedures, including self-evaluation, journals, videotapes and photos, and written or oral reports. The fifth section delineates the importance of the faculty advisor, and the role of the on-site supervisor is considered in the sixth section. The final section offers recommendations, which include involving as many mass communication staff members as possible, hiring a full-time instructor/program coordinator, having a graduate student executive producer, describing specific tasks to be accomplished before the term, and developing a master calendar of tasks to be finished during the term. (CRH)

ED 247 618 CS 504 656

Selnow, Gary W. Reynolds, Hal
Some Opportunity Costs of Television Viewing.

Pub Date—May 84

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984). Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adolescents, Elementary Education, Grade 6, Grade 7, Grade 8, *Hobbies, *Leisure Time, Participation, *Recreational Activities, *Student Interests, *Television Research, *Television Surveys, *Television Viewing

Interviews were conducted with 184 sixth, seventh, and eighth grade students to determine patterns of pastime activities that stand as alternatives to television viewing. In the first portion of the 35-minute interview, respondents were presented with a current daily television listing and asked to indicate which programs they normally watched. To collect data on alternative media consumption patterns, the interviewers probed the students' use of radio, records and tapes, newspapers and video games. Students were also asked about their membership in school, church, and other social clubs and groups and asked to furnish information about their hobbies, sleeping patterns, playing of musical instruments and other activities. Results indicated that as television viewing time increased, so did time spent listening to records and tapes, and to a smaller degree, listening to radio and engaging in hobby activities, as well as time spent playing video games in a video game parlor. However, as involvement with television increased, time spent sleeping and in group activities decreased. Finally, the interviews revealed that those who viewed more television engaged in active hobbies (sports) while those who viewed less television engaged in artistic or intellectual hobbies. (HOD)

ED 247 619 CS 504 657

Edwards, John Smith-Bandy, Kerry
Type of Message and Attitude Change.

Pub Date—May 84

Note—15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Attitude Measures, *Communication Research, Higher Education, *Persuasive Discourse, Political Attitudes,

***Social Attitudes, Student Attitudes, *Surveys**
A study compared people's reactions to different types of assertions concerning social issues. For purposes of the study, assertion was defined as having three components: a reference to the issue itself, an attribute having evaluative implications and a verb phrase linking the issue with the attribute. Eight types of messages were composed concerning four social issues in order to assess the generalizability of any effects. The four issues were capital punishment, handgun control, nuclear weapons freeze, and establishing a universal national service program. To elicit salient attributes of the issues, 22 college students were asked to list both the positive and negative consequences of both having and not having each policy. The five most frequently mentioned positive and negative attributes were arranged into 32 different message combinations. Next, 174 college students received the information in booklets that were presented as edited essays by other students. The subjects were guided through the four sections of the booklet, each containing a page-long summary of the topic and followed by one of the eight essays. Participants were asked to respond to two questions on their attitudes towards the issue, and the seven category scale ratings were combined into a single index. Results indicated that although essay ratings tended to vary as a function of message type, the pattern of effects was not consistent across issues. Furthermore, the relative "goodness" of messages did not correspond with relative effectiveness. (CRH)

ED 247 620 CS 504 658

Avery, Robert K. McCain, Thomas A.
Evaluating Qualitative Research: Recognizing Our Personal Judgments.

Pub Date—May 84
Note—12p; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, Editing, Evaluation Methods, *Research Methodology, *Research Needs, *Research Problems, Research Reports, *Scholarly Journals, *Speech Communication

Identifiers—*Qualitative Research

The observations gleaned from the experiences of two editors of speech communication journals served as the basis for the identification of the limitations inherent in research studies employing qualitative methods. Among their observations are the following: (1) qualitative research remains a relatively ill defined descriptor which embodies a wide range of research activity; (2) because qualitative research means different things to different people, evaluators of qualitative studies bring to bear radically different expectations, sets of evaluative criteria, and predispositions regarding format and style of presentation; (3) given the uneasiness over the appropriate standards for the execution and reporting of qualitative studies, reviewers tend to be more conservative in their estimation of a manuscript's worth and less willing to give specific guidance for revising the manuscript; and (4) based on the number of quality submissions to the journals, there is a paucity of qualitative research that merits publication. (HOD)

ED 247 621 CS 504 659

Bostrom, Robert N.
Conceptual Approaches to Measuring Listening Behavior.

Pub Date—[84]
Note—25p.
Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Communication Research, Concept Formation, *Listening Comprehension, *Listening Comprehension Tests, *Listening Skills, *Measurement Techniques, Memory, *Models, *Research Methodology, Research Needs, Test Construction

Although the listening construct has been defined more widely in order to deal with the issue of lecture retention, these wider definitions suffer from serious conceptual and methodological problems, such as the assumption that receiving behavior is the same regardless of differing situations and messages. However, the literature would indicate that a comprehensive view of listening would include at least five factors: short term listening, short term with

rehearsal, interpretive listening, lecture listening, and selective listening. The usual factor-analytic tests have confirmed the statistical independence of these factors, but more interesting are the differing listening "profiles" that result from the testing of different groups of listeners. Three groups (university students, army officers, and high school students) produced specific differences on a listening test for all five listening factors. Each of the scales also has a distinct "profile" with regard to the various ACT measures. This five-factor listening model has a number of immediate utilitarian benefits. First, it provides a comprehensive theoretical model based on fairly well-known memory functions. Second, it provides a comprehensive answer to the problems originally raised and ignored by researchers since the middle 1960s. And, third, it points to new directions in listening research. (HOD)

ED 247 622 CS 504 661

Comadena, Mark E. Comadena, Pamela M.
Communication Apprehension and Elementary School Achievement: A Research Note.

Pub Date—May 84
Note—11p; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Communication Apprehension, *Communication Research, Communication Skills, Grade 2, Primary Education, Student Attitudes

A study was conducted to determine whether elementary school students' self-reports of communication apprehension were significantly related to their levels of academic achievement. Subjects were 48 second grade students in two classrooms of a midwestern elementary school. In approximately the 27th week of class, students were administered the Stanford Achievement Test (SAT) to assess their level of academic achievement in reading and mathematics. Students in the two classes did not differ in their levels of achievement. Four weeks later, students were orally administered the Measure of Elementary School Apprehension (MECA), which is composed of 20 Likert-type statements that assess students' levels of fear or anxiety associated with communication with others. Students' MECA scores were correlated with their national percentile-rank achievement scores in reading and mathematics from the SAT. The results suggested that the academic achievement of students in second grade was not related to their levels of communication apprehension. (HTH)

ED 247 623 CS 504 662

Dinkins, Carol E.
Statement of Carol E. Dinkins, Deputy Attorney General, before the Committee on Government Operations, Subcommittee on Government Information, Justice, and Agriculture, House of Representatives Concerning Freedom of Information Act Amendments.

Department of Justice, Washington, D.C.
Pub Date—9 Aug 84
Note—39p.
Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disclosure, *Federal Government, *Federal Legislation, Freedom of Speech, Government Publications, Hearings, Higher Education, *Information Sources, Laws, National Security, Privacy, Public Agencies

Identifiers—*Freedom of Information Act
In considering the purposes of the Freedom of Information Act (FOIA), it is essential to keep in mind that the Act is not, and never could be, a statute with the singleminded purpose of disclosing government information. Many kinds of information that the government has in its possession must be kept confidential to protect important public interests. For example, agencies often must withhold information to protect the privacy of innocent third parties, to maintain the confidentiality of trade secrets, to avoid the disclosure of information affecting national security, or to prevent interference with pending civil, criminal, or administrative investigations, and protect the identities of confidential sources involved in any of these types of investigations. Also, since many agencies, in the course of operations, collect and maintain personal information about individuals, it is important to protect an individual's right to privacy. Senate Bill S.774

would amend the FOIA to correct the above problems and would allow agencies to charge a fair value fee for records containing commercially valuable technological information collected at public expense; establish more realistic time limits in processing requests; and establish guidelines for proper requests that would include limiting felons' requests, expediting journalists' requests, and limiting the scope of foreigners' requests. (CRH)

ED 247 624 CS 504 663

Menzies, Vonne
The Ideal and the Reality: Teaching Interpersonal Communication within the Walls.

Pub Date—Apr 84
Note—24p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Case Studies, *Communication Research, Correctional Education, *Cultural Context, *Environmental Influences, *Interpersonal Communication, Males, *Prisoners, Speech Instruction, *Values

Teaching interpersonal values in an "ideal" setting, such as a college classroom, differs greatly from teaching in a "real" setting, in this case a maximum security prison for males. The practice of prison indoctrination dehumanizes inmates, diminishes their self-esteem, and deprives them of positive role models. The nature of the collective prison psyche in a setting where physical and sexual abuses are a part of daily existence, makes meaningful human relationships virtually impossible. Fear of being killed, the loss of contact with valued others, and the risks involved in trusting either guards or fellow inmates reduce prison life to a continuing ordeal of intense loneliness. All of these aspects of prison life tend to minimize an individual's chances for successful reentry into normal society. A class in interpersonal communication brought a nonevaluative, nonhostile nook into a forbidding world and was therapeutic and restorative to the inmates who participated in it. The classroom, like a small society within a dreary subculture, enabled the inmate-students to develop a modicum of trust. The willingness of the inmates to expose their innermost thoughts in journals and their consistency in attending class suggests that the class fulfilled not only an academic but also an emotional need. (Excerpts from inmate journals are included throughout the paper.) (FL)

ED 247 625 CS 504 664

Williamson-Ige, Dorothy K.
Shirley Chisholm and Women's Rights Rhetoric.

Pub Date—[82]
Note—23p.

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Attitudes, *Blacks, Communication Research, Content Analysis, *Feminism, Minority Groups, *Persuasive Discourse, Public Opinion, Public Speaking, Rhetoric, *Rhetorical Criticism, Speech Communication, *Speeches

Identifiers—Asante (Molefi), Audience Awareness, *Chisholm (Shirley), *Rhetorical Strategies
The rhetorical appropriateness of two of Shirley Chisholm's persuasive speeches on women's liberation were assessed using Afrocentric criteria for speech criticism developed by Molefi K. Asante (1979). The speeches addressed the controversy of whether the women's liberation movement was appropriate for women of minority cultures in the United States. The first speech, delivered to a predominantly white audience focused on women's rights from the standpoint of white American culture, while the second speech, delivered to a predominantly black audience, treated the issue from a black American cultural perspective. The application of Asante's criteria revealed that Chisholm's treatment of theme, audience, composition, speaker presence, and the speech components of style and emotion, as well as appeal to folklore and memory of the past were quite positive. Chisholm's use of logic and induction were questionable because she used early deductive reasoning and directness when inductive logic and induction probably would have been more appropriate for any receivers who were uncommitted to women's rights. Chisholm's assets in both messages clearly outweighed her liabilities. Thus, Asante's criteria for evaluating black speakers have proved workable tools for measuring the rhe-

torical effort of Chisom's persuasive communication in the two selected speeches. (HTH)

ED 247 626 CS 504 666
Studdert-Kennedy, Michael, Ed. O'Brien, Nancy, Ed.

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for its Investigation, and Practical Applications, January 1-June 30, 1984.

Haskins Labs, New Haven, Conn.

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.

Report No.—SR-77/78(1984)

Pub Date—84

Contract—NICHDD-NO1-HD-1-2420; ONR-

N00014-83-K-0083

Grant—NICHHD-HD-01994; NIHBS-RR-

05596; NINCDS-NS-13870; NSF-BNS-8111470

Note—222p.

Pub Type—Reports - Research (143) - Collected

Works - Serials (022)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adults, *Articulation (Speech), Auditory Perception, Children, *Communication Research, Consonants, *English, Error Patterns, Language Skills, Phonetics, *Speech Communication, *Speech Evaluation, Speech Handicaps, Speech Instruction, *Speech Skills, Structural Analysis (Linguistics), Vowels

One of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications, this report covers the period of January 1-June 30, 1984. The 14 studies summarized in the report deal with the following topics: (1) sources of variability in early speech development, (2) invariance in phonetic perception, (3) phonetic category boundaries, (4) the categorization of aphasic speech errors, (5) universal and language particular aspects of vowel-to-vowel coarticulation, (6) functionally specific articulatory cooperation following jaw perturbation during speech, (7) formant integration and the perception of nasal vowel height, (8) the relative power of cues, (9) laryngeal management at utterance-internal word boundary in American English, (10) closure duration and release burst amplitude cues to stop consonant manner and place of articulation, (11) the effects of temporal stimulus properties on perception of the distinction between "al" and "spl," (12) the physics of controlled collisions, (13) the perception of intonation from sinusoidal sentences, and (14) the nature of invariance. (FL)

ED 247 627 CS 504 667
Sypher, Howard E., Ed. Applegate, James L., Ed.

Communication by Children and Adults: Social Cognitive and Strategic Processes. Sage Series in Interpersonal Communication, Volume 5.

Report No.—ISBN-0-8039-2315-5

Pub Date—84

Note—328p.

Available from—Sage Publications, Inc., 275 South Beverly Dr., Beverly Hills, CA 90212 (\$14.00).

Pub Type—Reports - Research (143) - Books

(010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Adults, Behavior Patterns, Children, Communication (Thought Transfer), *Communication Research, *Communication Skills, Developmental Stages, Feedback, *Interaction, Interaction Process Analysis, *Interpersonal Communication, Linguistics, Psychology, *Research Utilization, *Social Cognition

Identifiers—*Conversation

Employing a variety of perspectives and methodological techniques, the chapters in this book focus on an area of research concerned with analyzing the organization of and relationship between qualities of social cognition and communicative interaction. The 11 chapters of the book discuss the following topics: (1) the development of children's prosocial cognition; (2) perspective taking and empathy in children's prosocial behavior; (3) comforting communication; (4) verbal social reasoning and observed persuasion strategies; (5) children's conversations within a conflict-of-interest situation; (6) communicative skills and sociability; (7) individual differences in communication in adults; (8) analyzing the context, content, inference, and structure of adult conversations; (9) functions of feedback in conversation; (10) the evolution of impressions in small working groups; and (11) relationship growth and decline. An afterword discusses recent develop-

ments in social cognition and interpersonal behavior. (FL)

ED 247 628 CS 504 668
Christenson, Peter G. Lindlof, Thomas R.

The Role of Audio Media in the Lives of Children.

Pub Date—May 84

Note—31p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Information Analyses (070) -

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audience Analysis, Audio Equipment, Childhood Attitudes, *Childhood Interests, Communication Research, *Listening Habits, Literature Reviews, Mass Media, *Music, *Popular Culture, *Radio, Research Needs

Mass communication researchers have largely ignored the role of audio media and popular music in the lives of children, yet the available evidence shows that children do listen. Extant studies yield a consistent developmental portrait of children's listening frequency, but there is a notable lack of programmatic research over the past decade, one in which stereophonic and tape playback systems proliferated widely, FM music formats generated greater market stratification, and cultural markets for preteen-oriented entertainers became established. Children can usually name performers and musical genres they prefer. In addition, the social aspect of listening seems to cover several of the same functions as television viewing, including entertainment and passing the time, and has some unique functions; for example, friendships may be established on shared musical taste. From song lyrics, young listeners may learn new vocabulary, ideas, and other life styles or world views. Usage and ownership patterns of audio equipment, children's accounts of their audio media use and perceptions, and sensitive analyses of textual significance of characters, actions, and atmospheres are logical areas to be explored in future investigations. (CRH)

ED 247 629 CS 504 671
Hall, Barbara I.

Theory into Practice: Is Theory of Communication Competence Reflected in Current Textbooks?

Pub Date—Apr 84

Note—10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Speeches/Meeting Papers (150) - Re-

ports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Communication Research, *Communication Skills, Comparative Analysis, Evaluation Criteria, Higher Education, *Interpersonal Communication, Minimum Competencies, *Minimum Competency Testing, Skill Development, *Speech Communication, Speech Instruction, *Textbook Evaluation, *Textbooks

Identifiers—*Theory Practice Relationship

A study examined 20 beginning college interpersonal or relational communication textbooks to determine the degree to which they dealt with any or all of 10 specific communication competencies. The 10 competencies, targeted from numerous other evaluation systems and scales, are as follows: (1) describing feelings, (2) initiating and maintaining conversation, (3) giving and receiving compliments, (4) clarifying perceptions, (5) requesting behavior change, (6) responding to criticism, (7) paraphrasing, (8) pinpointing and documenting, (9) stating intentions and purpose, and (10) saying "no." It was found that none of the 20 books, including one by the researcher who extrapolated the 10 competencies, taught all the competencies entirely. Some of them seemed to be more thorough than others, but with variations in format or approach to teaching. No one competency was taught in every book. Some books chose to deal with the various relationships in life while others did not. Possibly the non-possibility of competencies makes them difficult to assess, and those texts that give the most attention to the competencies may not be chosen for that reason, but rather on the basis of other features, such as philosophy or format or style. The results suggest that perhaps textbooks should be written with competency testing as a goal, or perhaps competency testing of communication skills should be eliminated. (A chart rating each textbook for each competency, as well as a bibliography of the 20 texts are included.) (HTH)

ED 247 630

Hughes, Jim D.

Interpersonal Sensitivity, Communication Encounters, Communicative Responsiveness, and Gender.

Pub Date—Nov 83

Note—29p.; Paper presented at the Annual Meeting of the Speech Communication Association (69th, Washington, DC, November 10-13, 1983).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, *Communication Skills, Females, Higher Education, Interaction, *Interpersonal Communication, Interpersonal Competence, Males, *Prediction, *Predictive Validity, Responses, *Sex Differences

A study examined the extent of the role communication encounters play in helping people make accurate predictions about others, and what types of communicators (in terms of communicative responsiveness and gender) seem to profit most from interaction with the subject of prediction prior to making predictions. Subjects, 118 college students, completed an inventory that categorized each student as Mastery Responsive (opts to influence others), Flexible Responsive (adapts with conversation), or Neutral Responsive (detaches from the conversation). Each then made predictions about other students enrolled in the same course. The predictions were made either after an encounter with the subject of prediction, or without such an encounter. Data analysis showed significant, but not large, gains in predictive accuracy following a communication encounter. Neutral Responsives gained the most from the encounters. Females did a better job of predicting in same-sex dyads, and males gained most in mixed-sex ones. The results can be interpreted in terms of a task/maintenance/likeness-bias theory of interpersonal sensitivity, which would account for the low-to-moderate and somewhat bizarre relationships reported in the sensitivity/communication literature. (FL)

ED 247 631

Cooper, Pamela Galvin, Kathleen

What Do We Know about Research in Teacher Training in Instructional Strategies?

Pub Date—Apr 84

Note—24p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Information Analyses (070) -

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discussion (Teaching Technique), Educational Research, Higher Education, *Lecture Method, *Research Needs, Research Problems, *Small Group Instruction, Speech Communication, *Teacher Education, *Teacher Effectiveness, Teacher Student Relationship, Teaching Methods

A review of the journal literature on three instructional strategies (lecture, the small group, and the discussion method) reveals that research concerning teacher training in these strategies is extremely limited. (Journals were chosen as offering the most accessible research in this area). Although there is much anecdotal information on how to lecture, how to utilize small groups, and how to lead class discussions, there is very little information on what kinds of training teacher educators need to give teachers in these instructional strategies or what kind of training in these strategies is most effective. Researchers in the future, therefore, should give greater attention to individual difference variables to determine what students learn most effectively via each instructional method. In addition, dependent variables will require comparable definitions and operationalization across studies. Researchers will also need to develop more sophisticated experimental designs and statistical techniques and recognize the need for situation specificity. Finally, several more variables should be examined, including teacher and student variables, teaching/learning process variables, and product variables. By following these suggestions, researchers will gain a better understanding of which teaching methods are most useful with various students under varying conditions. (A reference list and a list of journals reviewed are appended.) (HOD)

ED 247 632

Rubin, Rebecca B. Feezel, Jerry D.

What Do We Know about the Assessment of the

CS 504 674

Communication Competencies of Teachers?

Pub Date—13 Apr 84

Note—18p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Classroom Communication, *Communication Research, *Communication Skills, *Evaluation Methods, *Interpersonal Competence, *Literature Reviews, Measures (Individuals), Research Methodology, Research Needs, *Teacher Effectiveness, Teacher Evaluation, Teacher Qualifications, Teacher Student Relationship

To suggest future research directions in the assessment area, a review was conducted of literature concerning teachers' classroom communication. Focusing first on the large body of research identifying behaviors or skills that lead to perceptions of teaching effectiveness and increased learning, the review then examined a smaller group of studies that describe measurement devices of communication skills of teachers and potential teachers. Results indicated that methods of identifying skills include job analysis, expert consensus, and correlation studies. In addition, the review showed that research examining teachers' daily activities consistently produces lists of behaviors, that the ideal but least practical method of assessment is naturalistic observation over long periods, and that research could address accounting for interpersonal skills and affective style, among other concerns. Assessment instruments identified in the review were self-evaluation forms, written exams in various subject areas, evaluations of teaching performance by students and superiors, and assessment of communication performance by means independent of methods classes or student teaching situations. The findings suggest that assessment instruments are in the developmental stage, and that some of the areas future research could focus on include standardizing assessment criteria of student teachers, the validity of student assessment of teachers, and the availability of valid and reliable performance assessment techniques. (CRH)

ED 247 633

CS 504 675

Kaufman, Lois. Sandman, Peter M. Countering Children's Sugared Food Commercials: Do Rebuttals Help?

Pub Date—83

Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (34th, San Francisco, CA, May 24-28, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, Attitude Change, *Behavior Patterns, *Childhood Attitudes, Children, Decision Making, Evaluation Criteria, Food, *Mass Media Effects, *Television Commercials, *Television Research, *Television Viewing

Identifiers—*Audience Response

To assist the Federal Trade Commission (FTC) in policy making decisions concerning sugared food advertisements on television, a study was conducted to assess the effects on children of counter advertisements and disclaimers as a means of lessening the undesirable impact of sugared food ads. Approximately 1,200 children, aged 5 to 10 years, indicated their food preferences on a questionnaire consisting of binary choices between a sugared and less sugared food. Three days later, subjects viewed a videotape of a cartoon, interrupted by four advertisements—pairs of sugared food advertisements (with or without disclaimers added), pairs of filler advertisements, or pairs of counter advertisements. The filler advertisements were for nonfood items, the disclaimers applied specifically to the sugared item advertised, and the counter advertisements were informational and motivational, suggesting that other foods are more nutritious. The subjects then repeated the questionnaire. The results indicated that children's food choices were significantly influenced by the advertisements they viewed. In the posttest, children who viewed only sugared food advertisements made less healthful food choices, while children who viewed counter advertisements made the most healthful food choices. Those who saw the sugared food ads with disclaimers made intermediate choices. (HTH)

ED 247 634

CS 504 676

Lieb-Bright, Barbara

A Great Teacher of the East: Mardel Ogilvie.

Pub Date—Mar 84

Note—11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Higher Education, *Influences, *Speech Communication, Speech Curriculum, *Speech Instruction, Teacher Educators, Teacher Effectiveness, *Teachers

Identifiers—*Ogilvie (Mardel)

The impact of Mardel Ogilvie's teaching of speech at Queens College (New York) during the 1950s and 1960s can be distilled into three areas: her personality, her impact on the lives of her students, and her contributions to the speech profession. Mardel's warmth was punctuated by her sense of humor, which always de-escalated crises. Her attitude of respect was communicated to the honor students as well as to the "strugglers"; no question was too stupid, no act too dumb. Her impact on her students has either obviously changed the course of their lives or subtly insinuated itself into their professional behavior. She often "went to bat" with the education faculty for students whom she knew, intuitively, would be excellent in the classroom, but who did not quite fit some of the rigid requirements. Ogilvie's influence was also based upon a consistent thread of concepts that pervaded her teaching: "Teaching is not covering. We cover with blankets; we teach by communicating so that students can change their behaviors." She made major contributions to the field of speech and language education, and to national, regional, and state publications and meetings in a variety of content areas. Her greatest contribution, however, has been her conception and implementation of the speech education program at Queens College from 1949 to 1968, a unique and exciting program that combines training in theatre, oral interpretation, debate, speech improvement, rhetoric, phonetics, pedagogy, and puppetry and explores the linkages between these disciplines. (HTH)

ED 247 635

CS 504 681

Helweg, Susan A. And Others. The Rise of Pete Wilson from Mayor to Senator: A Verbal Analysis of the 1982 Primary and Bipartisan Senate Campaign Debates in California.

Pub Date—Feb 84

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Research, *Communication Skills, *Debate, *Discourse Analysis, Persuasive Discourse, *Politics, Rhetoric, *Rhetorical Criticism, Speech Communication

Identifiers—*Wilson (Pete)

A rhetorical analysis was conducted of the four broadcast political debates that led to San Diego Mayor Pete Wilson's victory in the 1982 California senatorial race. Specifically, the analysis covered one primary debate held in San Diego among five of the seven Republican contenders and the three bipartisan debates held in Fresno, San Francisco, and Los Angeles between Wilson and Governor Jerry Brown, his opponent. The verbal characteristics examined included unequivocal messages, ambiguous messages, and reasoning strategies. Results indicated that Wilson (1) made direct statements of policy in as few as 56% of his messages in one debate and in as many as 93% in another; (2) employed support and evidence in about 66% of his messages; (3) used figurative analogies, historical references, and factual illustrations frequently; (4) relied heavily on one-sided messages in the primary debate and the bipartisan San Francisco debate, but used both one-sided and two-sided messages equally in the other two bipartisan debates; and (5) divided himself equally in the use of dynamic speaking style and conversational speaking style in the primary debate, but consistently employed the dynamic style in the bipartisan debates. (FL)

EA

ED 247 636

EA 016 974

Snyder, Carolyn J. Johnson, William L. Instructional Leadership Effectiveness: A Research Analysis and Strategy.

Pub Date—Apr 84

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). Survey instruments are marginally legible.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Evaluation, Curriculum Evaluation, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Instructional Design, *Instructional Development, *Instructional Improvement, *Leadership Qualities, *Leadership Training, Management Development, *Principals

A strategy for assessing the skill needs of principals and for training them to assume effective instructional leadership is outlined in this paper. A school production model of instructional leadership, supported by research, is presented; the model emphasizes orientation toward specific goals of school productivity and suggests ways to analyze results. A diagnostic instrument designed to assess training needs of principals is described, and the course of its development is discussed in detail. The results of the instrument confirmed that principals view instructional leadership tasks as important and that they feel unprepared for jobs emphasizing instructional leadership. Analysis of research produced 10 competency statements, grouped into 4 clusters. The organizational planning cluster includes schoolwide goal setting, work group performance, and individual staff performance. The staff management cluster includes staff development, clinical supervision, work group development, and quality control. The program management cluster consists of instructional programming and resource development, while the achievement assessment cluster focuses on school evaluation procedures. A figure illustrating the model, tables summarizing the data, and survey instruments are provided. (FWR)

ED 247 637

EA 016 975

Adkins, Deberie Gomez. And Others. Implementation and Monitoring School Improvement Plans: Getting Everyone Involved.

Pub Date—Apr 84

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Elementary Secondary Education, *Instructional Improvement, *Program Evaluation, *Program Implementation, *Program Validation, Supervisory Methods

Identifiers—*Dallas Independent School District TX

Schools of the Dallas Independent School District have developed procedures to implement and monitor school improvement measures. The district aims to improve student achievement in four areas: functional literacy, mathematics, reading, and basic language arts. Participants in instructional improvement include teachers, principals, administrators, specialists, and other personnel. Each school's plan includes an internal monitoring process that is documented to facilitate verification by external monitors, who are coordinated by subdistrict administrators. External monitoring teams include instructional specialists, special education personnel, and an assistant superintendent. Although monitoring processes vary, all monitors use the same forms. Results of monitoring from the 1982-83 school year suggest a need for agreement on the following: minimum number of teachers each monitor should observe, minimum time a monitor should remain in a classroom, and priority of monitoring. Measures were implemented to address each of these needs for the following school year. Monitoring data, examples of instructional strategies, internal monitoring procedures, and monitoring forms are included. (FWR)

ED 247 638

EA 016 991

Felker, Roberta M., Ed. The Education-Enterprise Relationship: Meeting the Needs of a Productive Society. National Association of State Boards of Education, Washington, D.C. Spots Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Apr 82

Note—129p.; Prepared under Purchase Order No. NIE-P-81-0243.

Available from—Publications Sales, National Association of State Boards of Education, 701 North Fairfax Street, Suite 340, Alexandria, VA 22314 (\$9.00).

Pub Type—Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Educational Change, Educational Development, *Education Work Relationship, Elementary Secondary Education, *Mathematics Education, *School Business Relationship, *Science Education, *Teacher Education, Teacher Education Curriculum, Teacher Improvement, *Technological Advancement

This report includes three papers addressing the issue of technology and education written from the perspectives of business and corporate concerns, educator's concerns, and "collaborative" concerns (labor, business, education, and government). The report includes a commentary by the editor providing an overview of the papers' themes and discussing areas not raised by the papers. In "Forecasting Needs: The High Technology Industry," Robert F. Henderson discusses the conditions that impede the growth of high technology industry and focuses on the lack of proper technical preparation of students in elementary and secondary schools. The second paper, "Improving Math, Science and Technical Education" by Michael W. Kirst, outlines the factors related to modernizing American industry, including public education's need to improve students' technical preparation; also discussed are alternative solutions to the problem. The third paper, "Minnesota Wellspring: Educators as Collaborators in Spurring Technological Innovation" by Donna J. Knight, describes the themes that underpin the Wellspring organization, a collaboration of leaders in labor, business, education, and government. Six appendices are included. (MD)

ED 247 639

EA 017 001

Holt, Jean. *And Others*

Our Kids Learn to Read When Everyone Gets into the Act.

Pub Date—84

Note—58p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Board of Education Policy, Educational Objectives, *Educational Strategies, Elementary Education, *Instructional Systems, Mastery Learning, Program Design, Program Effectiveness, Program Implementation, *Reading Instruction, Skill Analysis, Student Evaluation

Identifiers—*Beaverton School District OR, *Instructional Management Systems, Managing Reading By Objectives
"Managing Reading By Objectives" (MRBO), the Beaverton (Oregon) School District's reading instruction system based on learning objectives shared among parents, students, teachers, and administrators is described through summaries, articles, diagrams, and policy statements. This compilation includes (1) an information sheet; (2) a flow chart; (3) a glossary of terms and two charts showing the instructional plan; (4) a brief literature review, including a list of conditions promoting student achievement; (5) a summary of research on reading skills and teaching techniques; (6) a newsletter article on the philosophy and characteristics of outcome-based education; (7) the timeline of the inservice program used to introduce MRBO; (8) the school district's overall philosophy and instructional goals; (9) district policies on inservice, instructional materials selection, testing, and community volunteers; (10) a letter accompanying reading progress reports; (11) a chart showing parties involved in MRBO; (12) a student progress report form and two charts explaining student evaluation and its use in program planning; (13) an evaluation of MRBO; and (14) a chart showing benefits of a systems approach. (MCG)

ED 247 640

EA 017 002

Fox, Willard

How to Conduct Productive and Not-Too-Long Board Meetings.

Pub Date—2 Apr 84

Note—8p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, *Administrator Role, Board Administrator Relationship, *Boards of Education, Efficiency, Elementary Secondary Education, Guidelines, Job Simplification, *Meetings, *Planning, *Problem Solving, Productivity, *Superintendents

Productive board meetings entail well-planned agenda, effective chairpersons, and on-task focuses which avoid extraneous issues and fruitless, time-consuming discussions. Members should understand the agenda's chief points beforehand or be prepared to make pertinent inquiries which administrators anticipate. Tips for chairpersons include keeping members informed about problems and insisting they reciprocate. Agenda building is an important superintendent task; proposed approaches vary from giving each topic its own page and recommendation rationale, to printing motions closely following recommendations, providing space for members to tabulate voting records, and including topic-related board policies, statutes, or regulations. Sources for further investigation follow. (KS)

ED 247 641

EA 017 007

Barton, Martha

What You Ought to Know about Termination and Due Process.

Pub Date—2 Apr 84

Note—19p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, Compliance (Legal), Court Litigation, *Due Process, Elementary Secondary Education, *Legal Responsibility, *School Law, State School District Relationship, *Teacher Dismissal, Teacher Evaluation, Teacher Responsibility, *Teacher Rights

This speech reviews the power of school boards with respect to dismissal, and identifies implications of due process for supervision and evaluation, particularly as it relates to incompetence as a basis for dismissal. The first section defines the state-sanctioned powers of a school board, including the difference between discretionary and ministerial acts, open and closed meetings, and statutory or locally established rules of procedure. The second section defines the key legal terms in cases of dismissal: substantive and procedural due process, property interest, and liberty interest. Eight Supreme Court guidelines for procedural due process are provided. The third section, on implications of due process for supervision and evaluation, lists general categories of teaching behaviors which might constitute incompetency: teaching methods, effects on pupils, teacher's personal attitude, and knowledge of subject matter. Fairness in the supervisory process requires that teachers have (1) knowledge of expected standards of performance, (2) opportunity for constructive criticism, (3) opportunity to improve, and (4) time to improve. Adequate documentation is essential throughout the supervision and evaluation process. The final section provides advice for termination hearings, and two appendices are included: (1) a sample agenda for a contract cancellation hearing, and (2) a sample notification of termination. (TE)

ED 247 642

EA 017 008

Richards, Joe R.

How Not to Get Sued When You Fire Somebody.

Pub Date—2 Apr 84

Note—8p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, *Compliance (Legal), Due Process, Elementary Secondary Education, Employer Employee Relationship, Labor Legislation, *Legal Problems, *Legal Responsibility, *Teacher Dismissal, Teacher Evaluation, Teacher Rights

This checklist is designed to reduce the prospect

that a termination decision will be reversed in a grievance procedure, arbitration, state agency hearing, or court proceeding. The checklist is arranged under the following headings: (1) What is the real reason for considering firing this individual? (distinction between reduction-in-force and termination, warning against subterfuge); (2) Is the reason job-related? (It must be related to contractual provisions and impinge on job performance); (3) Are the reasons supported by documents from the personnel file? (4) Are there steps that must precede consideration of termination? (statutory and/or contractual requirements for evaluation, opportunity for remediation, assistance, etc.); (5) termination procedure; (6) possible forums for employee remedies; and (7) final statutory and constitutional rights checklist. An attachment is provided, detailing special problems in collective bargaining states. These include remedies based on collective bargaining law, the more controversial contract clauses, the duty to bargain, and a reference for the standard of judicial review of arbitration awards. (TE)

ED 247 643

EA 017 009

Stern, Joanne

Flexibility: The Key to Cutting Energy Costs.

Pub Date—2 Apr 84

Note—11p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bids, *Educational Facilities Improvement, *Educational Facilities Planning, Elementary Secondary Education, *Energy Conservation, Federal Aid, *Fuel Consumption, *Heating, Heat Recovery, Purchasing, School District Spending

Identifiers—Salem Public Schools OR

This speech provides concrete ways for school districts to save on energy costs, based on the general concept of flexibility in energy systems. These methods have been successfully implemented in the Salem (Oregon) school district. The first idea is to set up a weekly, rather than annual, bidding system to increase fuel price options. This provides the flexibility to respond to fluctuations in the world energy market, and thereby save considerably on fuel costs while choosing the best quality fuels from competing vendors. Converting boilers to burn either oil or gas will allow school districts to choose whichever fuel is less expensive from week to week. Other methods include selective heating of zones within a building (depending on time of day, usage, and sun exposure), heat recovery systems on air vents, and separate hot water heaters. Because electric companies charge a penalty for peak loads, timers on air circulation equipment enable schools to distribute kilowatt loads more efficiently. Slight decreases in room temperature and lighting also result in significant savings, as does preventive maintenance. Advice is also offered on raising the initial capital needed to institute energy conservation measures, by applying for federal and state grants or matching funds. (TE)

ED 247 644

EA 017 012

Bottom, Wayne R.

How to Evaluate and Improve the Principal's Performance.

Pub Date—84

Note—9p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Evaluation, *Administrator Role, Board Administrator Relationship, Elementary Secondary Education, Evaluation Methods, Interprofessional Relationship, Management Development, Peer Evaluation, *Principals, *Professional Autonomy, Professional Recognition, Superintendents, *Supervisory Methods

This speech proposes an approach to evaluating principals that incorporates strategies for motivating principals to improve. The first step is to abandon the "middle management mentality" by granting full decision-making authority to principals over matters directly pertaining to their schools, such as teacher employment, use of allocated funds, and problem-solving in consultation on an equal basis with top-level management. In addition, principals and central office staff should decide on, and

participate in a leadership development program. A system for recognizing performance is mandatory, whether it is in the form of incentive pay, achievement awards, or other imaginative approaches. Administrative evaluation should begin with a broad school board policy calling for supervision and periodic appraisal of employees, with improvement of performance as a top priority. Continuous appraisal of performance in terms of district philosophy and objectives, job descriptions, and performance objectives by leadership personnel will provide the most improvement of instructional and management programs, and will foster development, coordination, and evaluation of learning activities throughout the district. (TE)

ED 247 645

EA 017 013

Albee, Beverly. And Others
How to Conduct a Low-Cost, High Quality Community Survey.
Rosemont Independent School District 196, Minn.

Report No.—D1EF-1-6

Pub Date—6 Mar 84

Note—7p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Available from—Publications Sales, Independent School District 196, 14445 Diamond Path, Rosemont, MN 55068 (\$1.00 prepaid).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Attitudes, *Community Surveys, Elementary Secondary Education, Guidelines, *Needs Assessment, Participative Decision Making, *Research Design, School Community Relationship, School Demography, *School Districts

Identifiers—Independent School District 196 MN

This paper describes a survey conducted in 1982 by the Rosemont, Minnesota, school district as a model for other districts wishing to obtain reliable information about their communities at low cost. The paper outlines the following information: (1) the objectives of the survey; (2) the district's constraints and resources; (3) preliminary questions used to plan the survey; and (4) steps the district followed in planning, conducting, and analyzing the survey. (MCG)

ED 247 646

EA 017 014

Roe, Ellen. And Others
This Effective Schools Plan Is an Urban Educational Success.

Pub Date—1 Apr 84

Note—24p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Discussion Groups, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Participative Decision Making, *Policy Formation, Program Implementation, Relevance (Education), Research Utilization, *School Effectiveness

Identifiers—Decision Seminars, *Seattle Public Schools WA

The Seattle Public Schools' effort to define and establish effective schools is described in this paper, a transcript of four coordinated presentations. Ellen Roe, the first presenter, recounts the design of the project. Planning, she states, was begun in late 1981 by a decision seminar (comprised of teachers, administrators, a community representative, and a school board member), which reviewed literature and testimony, proposed policies to the board, and reconvened in spring 1983 and winter 1984—evaluated the planning process. T. J. Vassar then outlined 12 characteristics of school effectiveness identified by the seminar and describes the school board policy based on them, which was adopted in April 1982. Richard L. Andrews, after commenting on the current school effectiveness debate, proposes a seven-step process for improving American schools and lists means of measuring Vassar's 12 characteristics. Finally, Donald J. Steele, Jr. (the district superintendent during this project) summarizes the first three presentations, outlines the challenges in planning and implementing an effective schools project, and lists the project's four premises and seven component tasks. (MCG)

ED 247 647

EA 017 016

Cipfl, Joseph J.

How to Evaluate Your School Instructional Program.

Pub Date—84

Note—9p.; Paper presented at the Annual Meeting of the National School Boards Association (Houston, TX, March 31-April 3, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Criterion Referenced Tests, *Curriculum Evaluation, Elementary Secondary Education, Needs Assessment, Performance Tests, *Program Evaluation, *School Community Relationship, *Student Evaluation, Testing Programs, *Test Use

Identifiers—Belleville School District IL, *Instructional Monitoring System

This speech presents instructional evaluation techniques currently used in Belleville, Illinois. These are based on two criteria: (1) community opinion, and (2) performance level of students. To discover community opinions, needs, priorities, and levels of support, questionnaires are distributed, presenting a series of curricular goals and soliciting community opinions on (A) the relative importance of each goal, and (B) the success of the program in achieving that goal. Another technique is to organize school-community councils, representative of various school organizations and neighborhoods. From these, a district-wide community council is formed. Student performance is measured by both norm-referenced and criterion-referenced testing. The latter, entitled "Instructional Monitoring System," consists of three components: (a) a skills continuum, reflecting district faculty decisions about what skills should be taught at what level; (b) exit tests, measuring how much students have learned from classes; and (c) objective evaluation, depending on analysis of the exit tests to determine the effectiveness of the program for individual students, classes, schools, or the entire district. These test results can be used to earn community support and to develop responsive educational programs. (TE)

ED 247 648

EA 017 019

Murray, John

An Agenda for Research in Education through 1987.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date—Oct 82

Note—72p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Research, *Educational Trends, Elementary Secondary Education, Foreign Countries, Futures (of Society), Information Science, Longitudinal Studies, Postsecondary Education, *Research Needs, Research Proposals

Identifiers—*Ontario

This study proposed to establish priorities for educational research into specific issue areas over the next 5 years in Ontario (Canada). Structured face-to-face interviews were conducted with 104 selected individuals representing different areas of education, including the universities, faculties of education, school board officials, federations, trustees, organized labor, employers, government and nongovernment agencies, and others. The conclusions drawn indicate that priority should be given to: (1) the application of information technology in education; (2) a longitudinal study of students, including identifiable subpopulations, as they proceed through the educational system, to ascertain the effects and utility of programs and methods; and (3) the operation of the postsecondary sector, including questions of purpose, governance, financing, and accessibility. Within or in addition to the above, emphasis is warranted on questions of curriculum and instructional effectiveness, including the utilization of staff, transition to work, and continuing education. Data are presented in appendices, as are lists of interview questions, potential research priorities, and respondents to the study. (Author/FWR)

ED 247 649

EA 017 020

McDonald, Fred Kellogg, Larry J.

Monitoring Students' Academic & Disciplinary Progression.

Pub Date—Feb 84

Note—8p.; Paper presented at the Annual Meeting of the National Association of Secondary School

Principals (68th, Las Vegas, NV, February 3-7, 1984).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Records, *Administrative Policy, *Discipline Policy, *Educational Diagnosis, Portfolios (Background Materials), Program Descriptions, Program Design, Program Guides, Student Behavior, *Student Evaluation, *Student Records

Identifiers—Program Objectives, *Roswell Independent School District NM

This document outlines the objectives and procedures of a program at a New Mexico school district whose purpose is to enable school personnel to systematically monitor students' academic and disciplinary progression. The objectives of the program are to diagnose academic or disciplinary problems and prescribe remedies, to establish an oncampus screening process, and to facilitate home-school communication. The program is based on individualized folders that consolidate each student's academic and disciplinary progression information for review by the professional staff. The outline is subdivided as follows: (1) program objectives, (2) student progression folders (contents), (3) infractions that earn demerits, (4) action taken for demerits, (5) disciplinary referrals, (6) disciplinary flow charts, (7) prescreening committee at school level—collecting data, (8) campus screening committee—possible members, (9) district staffing committee referral procedures, and (10) a flow chart of campus screening committee activities. (TE)

ED 247 650

EA 017 021

Earthman, Glen I.

Preparing Change Agents for Metropolitan Areas.

Pub Date—84

Note—17p.; Paper presented at the Inter-American Congress on Educational Administration (2nd, Brasilia, DF, Brazil, July 29-August 2, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Agents, *Cooperative Programs, Educational Innovation, Elementary Secondary Education, *Graduate Study, *Leadership Training, Principals, Program Design, Program Development, Program Implementation, *Urban Schools

Identifiers—*Virginia (Richmond), Virginia Commonwealth University, *Virginia Polytechnic Inst and State Univ

Virginia Polytechnic Institute and State University (VPIU) offered in Richmond (Virginia) a cooperative graduate program to prepare inservice administrators to act as change agents in Richmond-area schools. This paper considers the program's purposes, development, implementation, and future. Section I reviews the program's development, discussing (1) its rationale; (2) its design in 1979 by VPIU, Virginia Commonwealth University, and selected Richmond public schools; (3) its objectives and organization; (4) the system used to approve the program; (5) the committee that managed the program; and (6) program evaluation. Section II discusses the benefits and problems of the program, lists forces working for and against its success, and describes its schedule and the participants' progress. Finally, Section III speculates on the future of the program and proposes means to overcome anticipated problems. (MCG)

ED 247 651

EA 017 030

Vacca, Anna M.

The Computer as a Tool for the Future.

Pub Date—Nov 83

Note—6p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Literacy, Curriculum Development, Educational Change, *Educational Planning, Elementary Secondary Education, Financial Support, *Futures (of Society), Inservice Education, *Leadership Styles, Management Development, *Microcomputers, *Technology

The development of the silicon chip and the microcomputer has caused the current age to be termed the "information age." Computer technology needs to be incorporated into the educational scene as computer literacy becomes a required skill.

The National Labor Statistics Bureau projects that 75 percent of all jobs will require computer knowledge in the next 10 years. Effective implementation into education of instruction using microcomputers requires administrative support. Research shows a correlation between administrative support and effective introduction of computers in educational settings. With support, computers become a vital tool for learning. Administrative support takes several forms—involvement in the planning and implementation of computer instruction in the curriculum, financial support for such programs, and personnel support (release time, inservice programs, etc.), to name a few. The most effective implementors are administrators with "High Task" and "High Relationship" styles who are both people- and task-oriented. For education to move into the information age, it must use the computer as a tool for the future. (JMD)

ED 247 652 EA 017 032

Bertelsen, Katherine Huggins

Phased Retirement: A Way to Enhance Quality.

Pub Date—Oct 83

Note—39p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, Cost Effectiveness, Criteria, Early Retirement, Faculty Workload, *Fringe Benefits, Health Insurance, Higher Education, Incentives, Insurance, *Land Grant Universities, *Personnel Policy, *Retirement Benefits, Salaries, Tables (Data)

Identifiers—*Phased Retirement

Successful phased retirement plans enable senior faculty to ease into retirement, relieve financial pressures on participating institutions, and permit upward mobility for junior faculty. Responses from 62 of the 72 land-grant institutions in the United States and Puerto Rico reveal that 11 had implemented plans that enable individuals between a certain age and the mandatory retirement age to retire gradually by reducing their full-time employment commitments over a period of years, without incurring serious financial penalty. The phased retirement plans are analyzed by characteristics, eligibility, contributions to retirement, startup of retirement benefits, reduction in time, salary, insurance coverage, miscellaneous benefits, and other incentives. Information is also provided on the rationales used by the institutions, the number of participants in the plans, the implementation dates, the savings generated or costs incurred by the plans, and the characteristics of the three plans judged to be most successful based on the number of participants and the savings to the institutions. The applicability of phased retirement plans for elementary and secondary schools is briefly considered. (MLF)

ED 247 653 EA 017 033

Achilles, C. M. DuVall, Lloyd

Some Preliminary Evaluation Notes of an Effective

Schools Effort: Project SHAL.

Pub Date—Nov 83

Note—35p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, *Comparative Testing, *Educational Change, *Educational Improvement, Elementary Education, Inservice Teacher Education, Junior High Schools, Minority Group Children, Program Evaluation, Quantitative Tests, Reading Tests, School Effectiveness, Scores, *Standardized Tests, Statistical Analysis, Tables (Data), Test Norms, Urban Education

Identifiers—California Achievement Tests, *Project SHAL, *Saint Louis City School District MO

Pupils at three elementary schools and one junior high school among Area 1 inner-city schools of St. Louis Missouri, were identified as scoring well below norms on standardized tests. An effort to change the educational programs at these schools netted financial support and the creation of Project SHAL (named for the schools involved). Inservice programs for teachers, parents, and others concen-

trated on the major elements of effective schools (building leadership, high expectations, focus on basic skills, a school climate conducive to learning, and frequent monitoring of pupil progress). In four testing administrations, scores from the California Achievement Tests are compared for Area 1 schools, city schools, and SHAL schools. Students at SHAL schools showed impressive gains in mathematics and good gains in reading when percentages of pupils in various quartiles were compared over time from fall 1980 until spring 1982. Nine tables illustrate the comparisons. (MLF)

ED 247 654 EA 017 034

Payne, William And Others

Tennessee Comprehensive Education Study: Summary and Comparison with "A Nation at Risk."

Pub Date—Nov 83

Note—36p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983). Small print throughout. For a related document, see ED 228 711.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Educational Objectives, *Educational Quality, Elementary Secondary Education, Government School Relationship, Higher Education, *Long Range Planning, Public Education, *State Standards

Identifiers—*Nation at Risk (A), *Tennessee

A task force of Tennessee legislators, educators, and others directed a study that had as its objective to develop a long-range plan for all of the state's educational levels. Recommendations of this task force are compared, side-by-side, with the recommendations found in the federal report "A Nation at Risk." Under the broad headings of content, standards and expectations, time, teaching, and leadership and fiscal support are the detailed recommendations from the Tennessee study. These specify statewide goals: curriculum requirements; teacher training and certification; and the responsibilities of the State Board of Education, local school districts, and the state government. (MLF)

ED 247 655 EA 017 038

Fugua, Ann Bailey Parks, David J.

Professional Attractiveness, Inside Sponsorship, and Perceived Paternalism as Predictors of Upward Mobility of Public School Superintendents.

Pub Date—Nov 83

Note—22p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Characteristics, Elementary Secondary Education, Migration, Multiple Regression Analysis, National Surveys, Predictive Measurement, *Professional Development, *Superintendents, Vertical Organization

Identifiers—Paternalism

For the purposes of this study, which examines the upward mobility of educational administrators, "upward mobility" is defined as a function of a combination of professional attractiveness and inside sponsorship operating in a paternalistic environment. The study tested four hypotheses within paternalistic school environments: (1) candidates with more professional attractiveness achieve faster; (2) candidates with more influential sponsorship achieve faster; (3) candidates with more professional attractiveness are more likely to have inside sponsorship; and (4) upward mobility is increased by professional attractiveness and inside sponsorship. The study sample included 252 administrators nationwide. Data were collected through use of the Questionnaire for Career Development of Educational Administrators. The study found that certain professional attractiveness variables had a positive relationship to rate of upward mobility, as did inside sponsorship and paternalism. Further research is recommended on the variables of inside sponsorship and paternalism, and on the variables of competence, leadership ability, successful past experience, personality, and luck. (MD)

ED 247 656 EA 017 039

Sittrunk, Walter E.

Due Process Procedures Arising from Personnel

Practices of Southern School Boards.

Pub Date—Nov 83

Note—6p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational

Administration (Knoxville, TN, November 13-15, 1983).

Pub Type—Reports - Research (143) — Legal/Regulatory/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, *Due Process, Elementary Secondary Education, Employment Practices, *Personnel Policy, *Teacher Dismissal, Teacher Evaluation, Tenure

Identifiers—Fair Employment Legislation, *Fifth Circuit Court of Appeals, First Amendment

Based on research conducted at Mississippi State University, Meridian (Mississippi) Public Schools, and Vicksburg Public Schools, the intent of this study was to determine the general state of due process procedures in the practices of school officials throughout the southern region. All cases involving teacher dismissal in the Fifth Circuit Court of Appeals or the federal district courts within the Fifth Circuit region from 1970 through 1981 were examined. The cases were annotated and categorized, and conclusions were reached about common patterns existing in teacher dismissal cases. Several patterns were found. Cases involving school systems that closely followed general state statutes, tenure statutes, and state fair employment dismissal acts were usually upheld in the appeals court decisions. Cases from school systems not closely following those practices were usually found to be unfair, arbitrary, or unreasonable, and in violation of due process. A similar pattern was found in decisions in cases involving teacher contract nonrenewal. The courts tended to make decisions on the merits of each individual case in cases involving incompetency, immorality, insubordination, violation of First Amendment rights, or felony convictions. Further study of such decisions should be conducted nationally to see if other patterns may emerge. (MD)

ED 247 657 EA 017 046

Downing, Clinton R.

Enhancing the Elementary School Assistant Principalship: Some Findings from Research.

Pub Date—15 Nov 83

Note—10p; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Organization, *Assistant Principals, Elementary Education, *Occupational Information, Principals, *Recognition (Achievement), Salaries, Skill Development, *State Surveys

Research on 125 assistant elementary principals in North Carolina revealed seven concerns about performance of duties: (1) lack of a well-defined job description, (2) lack of authority to implement assigned tasks, (3) lack of involvement in the instructional process, (4) lack of recognition, (5) make-shift office space, (6) low salaries, and (7) discrepancies between female and male assistant principal expectations. After analyses of these concerns, the study offers 10 recommendations as "skill builders" for use by principals concerned with the effective use of assistant principals. Involvement in every aspect of the school's administration is important for full realization of the assistant principal's potential. (MD)

ED 247 658 EA 017 063

Shakespeare, Carol

Women in Educational Administration: A Bibliography.

Public Administration Series: Bibliography P-718.

Vance Bibliographies, Monticello, Ill.

Pub Date—May 81

Note—38p.

Available from—Publications Sales, Vance Bibliographies, P.O. Box 339, Monticello, IL 61856 (\$3.25).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Administration, Elementary Secondary Education, Higher Education, *Social Science Research, *Women Faculty

Within a number of disciplines, women are the subject of numerous research studies. This bibliography is a compilation of much of the literature of the past decade on the women administrator at all levels of educational administration. Listed alphabetically

by author, the bibliography section contains 240 citations; and the dissertations section contains 115 citations. Where applicable, the citation includes availability from ERIC, Dissertation Abstracts International, or University Microfilms. Research has tended to focus on the following subjects: status, profiles, attitudes, barriers, leadership style/effectiveness, structural determinants, and research on women. (MLF)

ED 247 659

EA 017 083

Miller, Roger L.
Middle Schools: Do They Make a Difference?
Pub Date—82
Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Educational Testing, Elementary Education, Junior High Schools, *Middle Schools, *Reading Comprehension, *Self Esteem, Student Evaluation, Student Participation, Teacher Certification
Identifiers—Pennsylvania

Data-based studies comparing effectiveness of middle schools to traditional or other schools are almost nonexistent. The middle school movement may have gained acceptance as a reaction to the failures of junior high schools and as a response to improved understanding of the nature of the learner. The state of Pennsylvania bases the organization of its middle schools on the nature of the learner in an attempt to accommodate the needs of the adolescent. Although differences in organizational structure and teacher certification exist, middle schools and junior high schools are alike in many respects. This study tests whether middle school students score higher on self-esteem and cognitive skills (reading) than do students in traditional secondary schools. The Educational Quality Assessment data from the Pennsylvania Department of Education provided test scores on eighth-grade students in middle and junior high schools as the data source for this study. No significant differences were found between the middle school and junior high school students on self-esteem or reading comprehension. (MD)

ED 247 660

EA 017 085

Excellence in Montana Schools. 1983 Task Force Report.

Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date—83

Note—19p.; Report compiled by the Montana Task Force on Excellence in Education.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Basic Skills, Cognitive Processes, Communication Skills, Computation, *Educational Objectives, Education Work Relationship, Elementary Secondary Education, *Expectation, *High School Graduates, Mathematics Skills, Public Education, Reading Achievement, Speech Communication, *Student Educational Objectives, Study Skills, Writing (Composition)

Identifiers—*Montana

To aid school districts in examining what Montana citizens expect of public school graduates, a task force composed of representatives from public, private, professional, and citizens' organizations concentrated its efforts in three main areas: college entrance, vocational education, and world of work. The committee considered commentary from students, employers, teacher education units, and professional groups, along with research from a wide variety of sources, in preparing a statement addressing seven basic academic competencies that should be developed throughout a student's K-12 educational experience. The pamphlet details specific expectations of students' competencies in the areas of reading, writing, speaking and listening, mathematics, reasoning, studying, and career awareness. The appendixes list Montanans' 15 goals for education and provide a schematic illustration of the process. (MLF)

ED 247 661

EA 017 098

Smith, Edward C.
Longer School Years: Reform or Illusion? Policy Studies in Education.

Learns, Inc., The Education Foundation, Washington, DC.

Pub Date—83

Note—12p.

Available from—Publications Sales, Learns, Inc.,

655 15th Street, N.W., Suite 310, Washington, DC 20005 (\$3.00; quantity discounts).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Cost Effectiveness, *Educational Change, Educational Improvement, Elementary Secondary Education, *Extended School Day, *Extended School Year, Family Environment, *Family School Relationship, Home Study, *School Effectiveness, *Time Factors (Learning), Time on Task

The advantages and disadvantages of the year-round school fall into three major categories: financial, educational, and professional. Financial advantages are based on the postponement of construction costs and the use of existing school facilities and equipment to serve a larger number of students. Financial disadvantages include a rise in operational and maintenance costs, facility remodeling, and startup money required for the conversion to a year-round program. Educational advantages include acceleration of advanced students and remediation for the slow learner, and the employment of more male teachers. However, the shorter terms necessitated by extending the year may lead to impersonal student-teacher relations. Professional disputes will arise over methods of determining teacher salaries for additional teaching time. In opposition to lengthening the school day and school year, the American Federation of Teachers states that schools should use the time they currently have more effectively. Analyses of previous studies have found the effects of time measures on student achievement to be weak. To improve our schools we should encourage students to do more and better school work at home under the supervision and support of parents. (MLF)

ED 247 662

EA 017 099

Job Descriptions in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date—84

Note—86p.

Available from—Publications Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21696; \$24.00).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Administrators, Elementary Secondary Education, *Employment Practices, Job Development, *National Norms, National Surveys, *Occupational Information, Public Schools, *School Districts, School Personnel, Teachers

To help school districts develop job descriptions, this report describes statistically how United States districts use, prepare, and revise job descriptions, and presents sample descriptions of administrative, teaching, and support positions. The information was gathered through a national survey of 1,085 school superintendents. Part I introduces the report, briefly reviews literature, discusses three methods of preparing job descriptions and suggests elements to be included in them, describes the survey's design and methodology, and advises the reader on interpreting the report. Tables in Part II summarize data on the following: (1) percentage of districts using job descriptions, (2) respondents' attitudes toward job descriptions, (3) positions for which descriptions are used, (4) purposes for which they are used, (5) persons and groups involved in their preparation, (6) frequency of revision, (7) persons responsible for revision, and (8) final authority over changes. These data are broken down by school district size and, for the uses of job descriptions, by region. Part III presents sample job descriptions, 19 for district and school administrators, 3 for teachers, and 13 for other school personnel. Two tables are appended to help users analyze the data presented. (MCG)

EC

ED 247 663

EC 162 762

Brayner, Suzanne M.
Applications of Telecommunications Technology to Services for Individuals with Disabilities. Rehabilitation Research #7.

Catholic Univ. of America, Washington, D.C. National Rehabilitation Information Center; Na-

tional Council on Rehabilitation Education. Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—83

Contract—300-83-0006

Note—93p.

Available from—National Rehabilitation Information Center, The Catholic University of America, 4407 Eighth St., N.E., Washington, DC 20017 (\$7.50).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cable Television, Captions, Closed Circuit Television, Communications Satellites, *Disabilities, *Mass Media, Public Television, Radio, Special Education, *Telecommunications, Telephone Communications Systems, *Television, *Vocational Rehabilitation

The paper reviews 268 studies and publications (dated from 1975 to 1983) related to the application of telecommunications technology to rehabilitation. Technologies examined were applications of television (cable, closed circuit, interactive, instructional television, fixed service, and broadcast); satellite; radio; and telephone. Documents are organized according to the following categories: consumer applications (such as television captioning and cable TV to reach homebound and disabled groups); special education applications (including television to facilitate prosocial behavior of withdrawn or disturbed children and career education programming); education and training applications (such as inservice training, parent education, and vocational education); agency applications (including public relations and community outreach); and media image applications (primarily television programming to promote positive attitudes toward persons with disabilities). Six recommendations are offered, including suggestions for a central information center for current information on telecommunications applications and stress on the human engineering side of technology. The references are presented alphabetically by author and include information on titles, source, date, page and a brief annotation. (CL)

ED 247 664

EC 162 764

Szuhay, Joseph A. Williams, John M.
Rehabilitation and Adults with Learning Disabilities. Rehabilitation Research Review #10.

Catholic Univ. of America, Washington, D.C. National Rehabilitation Information Center; National Council on Rehabilitation Education.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—83

Contract—300-83-0006

Note—41p.

Available from—National Rehabilitation Information Center, The Catholic University of America, 4407 Eighth St., N.E., Washington, DC 20017 (\$7.50).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Eligibility, *Evaluation Methods, Federal Legislation, Job Placement, *Learning Disabilities, *Student Characteristics, Vocational Evaluation, *Vocational Rehabilitation

The report reviews 415 documents (1969-1982) on rehabilitation of adults with learning disabilities (LD). The vast majority of the literature reviewed emphasizes LD in children and/or education. A summary of content focuses on five major topics (sample subtopics in parentheses): legislation and regulations (eligibility of LD individuals 16 and older for vocational rehabilitation services); characteristics of LD persons; assessment (scarcity of citations on assessment of adult populations); vocational evaluation training and placement of LD adults in competitive employment; and vocational rehabilitation (needs for inservice training of state vocational rehabilitation personnel). Among recommendations offered is one calling for research on cost effective outcomes of vocational rehabilitation and another urging a nationally acceptable model of state VR services. The annotated bibliography includes information on titles, authors, sources, and publication date. (CL)

ED 247 665

EC 162 765

Browning, Philip And Others
Contemporary Research on the Vocational Reha-

bilization of Persons with Mental Retardation. Rehabilitation Research Review #14.
Catholic Univ. of America, Washington, D.C. National Rehabilitation Information Center; National Council on Rehabilitation Education.
Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date—83
Contract—300-83-0006
Note—67p.
Available from—National Rehabilitation Information Center. The Catholic University of America, 4407 Eighth St., N.E., Washington, DC 20017 (\$7.50).

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Delivery Systems, Federal State Relationship, *Mental Retardation, State Agencies, Trend Analysis, *Vocational Rehabilitation, *Work Study Programs

The report reviews trends of the literature produced mainly between 1970 and 1982 on the vocational rehabilitation of mentally retarded persons. Trends are analyzed in terms of services (vocational assessment and training) and programs (school work-study programs and the state-federal rehabilitation agency). Additional areas of consideration are briefly addressed: career education, vocational counseling, employer attitudes, social competence, the role of the general caseload counselor, and outcome prediction. Among observations is an emphasis on the vocational needs of severely retarded persons since the passage of the Rehabilitation Act of 1973 and a reminder that the needs of mildly retarded persons must be addressed as well. The annotated reference list is organized alphabetically by author and includes information on title, source, date, and publisher as well as a brief summary. (CL)

ED 247 666 EC 162 771
Sassa, Victor D.

A Transnational Survey of Mental Health Professionals in the United States and Europe on the Etiology of Infantile Autism.

Pub Date—Apr 84
Note—37p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53th, Baltimore, MD, April 12-15, 1984).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Autism, Biological Influences, *Cross Cultural Studies, Cultural Influences, Environmental Influences, *Etiology, Family Influence, *Genetics, *Infants, Literature Reviews, Schizophrenia
Identifiers—Europe, Parental Psychopathology, United States

The paper first reviews previous studies made of the causes of schizophrenia as seen by mental health professionals in Western countries and in the Third World. The study at hand focuses on infantile autism and how it is viewed by professionals in the United States and Europe. Questionnaires addressed issues, characteristics and etiology, (genetic-organic, environmental-physical, and social-familial factors). Analysis of questionnaire responses indicated that professionals in the United States, regardless of discipline, are more convinced that organic/genetic factors are responsible for autism than European professionals are. U.S. professionals also gave greater importance to environmental factors than did the Europeans. Europeans were more likely than Americans to suggest parental psychopathology as a factor in autism. (CL)

ED 247 667 EC 162 892
White, June Miller

A Developmental Mathematics Program for Learning Disabled Adolescents.

Pub Date—Feb 84
Note—9p.; Paper presented at the Convention of the Association for Children and Adults with Learning Disabilities (New Orleans, LA, February 28-March 2, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computation, Computer Science, *Learning Disabilities, *Mathematics Instruction, *Number Concepts, Secondary Education
A developmental mathematics program at Hill Top Preparatory School in Rosemont, Pennsylvania

is designed to help learning disabled students prepare for jobs and college work. Intended for non-college bound as well as for the college bound, the program emphasizes aspects of environment (appropriate placement, self pacing, small groups), process (sequential instruction, stress on learning style), and staff (recognition of student's potential and development of trust). Four curriculum components are involved: fundamentals, including basic computations and basic decisionmaking, traditional secondary content, computer science, and college level work. Standardized tests are administered based on functioning level. (CL)

ED 247 668 EC 162 893
White, June Miller, Denny, Valerie Sanford

Metacognition and Computers with Learning Disabled Adolescents.

Pub Date—Oct 83
Note—13p.; Paper presented at the Annual Convention of the Association for Children and Adults with Learning Disabilities (5th, San Francisco, CA, October 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Computer Literacy, *Learning Disabilities, Mathematics, *Metacognition, Microcomputers, Program Descriptions, Secondary Education
Identifiers—Hill Top Preparatory School PA

The advantages of teaching computer literacy to learning disabled adolescents are discussed in the context of a private school program. It is emphasized that the use of computers is helpful in teaching metacognitive skills, requiring learning disabled students to be logical and sequential, analyze, self-question, and monitor their own learning. Cited among the advantages of computer use are the characteristics of objectivity, predictability, individualization of instruction, and specificity. The general academic program at Hill Top Preparatory School in Pennsylvania (grades 7 and up) is described, including the content of basic computer math and science courses. (CL)

ED 247 669 EC 162 894
Van-Lane, Deirdre, Comp. MacDonald, Donna

A Manual on Food and Nutrition for the Disabled.
Ryerson Polytechnical Inst., Toronto, (Ontario).
Nutrition Information Service.

Report No.—ISBN-0-919351-03-4
Pub Date—81

Note—86p.; This manual is reproduced from the original Resource Kit on Food and Nutrition for the Disabled, funded under the Summer Youth Employment Program of the Canada Employment and Immigration Commission, 1980.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Dietetics, *Disabilities, Eating Habits, Foods Instruction, *Nutrition, *Nutrition Instruction

The manual considers nutritional issues in disability. Basic nutrition principles are offered in the first section along with a table of sources and functions of nutrients in food. Section 2 considers nutrition factors associated with disabilities, including causes and treatment of obesity and underweight. Implications of diet and feeding patterns on specific disabling conditions (such as cancer, cystic fibrosis, cerebral palsy, and Down's Syndrome) are analyzed. Section 3 focuses on homemaking and feeding problems (such as behavioral problems and physical and attitudinal difficulties). Equipment adaptations are illustrated for food preparation and eating. The final section presents a bibliography on nutrition education that includes textbook references, curriculum guides, and resource and informational manuals. (CL)

ED 247 670 EC 162 895
Loughlin, Tony

Educating Maladjusted Pupils with Microcomputers.

Pub Date—Jan 84
Note—6p.; Paper presented at the British Psychological Society, Division of Educational and Child Psychology, Annual Refresher Course (University of Southampton, England, January 3-6, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Software, *Disabilities, Educational Technology, Electromechanical Aids, Elementary Secondary Education, *Microcomputers, Teacher Role

Children with learning or adjustment problems can profit from carefully managed application of educational technology. Success in such a venture depends on the quality of the microcomputer, the software, and the operator of the system. A model analyzing this triadic interaction notes variables associated with the computer (hardware resources, software selection, micro-management), personality (teacher characteristics, group and social factors, motivation), and cognition (intellectual abilities, developmental level, and practice). Problems with micro-management and with inappropriate software are noted, and it is suggested that at present the microcomputer is an expensive item that is not the most cost-effective microelectronic aid. (CL)

ED 247 671 EC 162 896
Williams, Bruce W., Glenn, Gary

Enriching the Physical Environment: Effects on Test Performance and Maladaptive Behavior.

Pub Date—Mar 83
Note—20p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (16th, Gatlinburg, TN, March 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Behavior Problems, *Institutionalized Persons, *Moderate Mental Retardation, *Performance Factors, *Physical Environment, *Severe Mental Retardation

The effects on maladaptive behavior and test performance of stark versus enriched physical environments were examined with 16 severely and moderately retarded adults in a large residential institution. The relevant literature was reviewed and classified in four categories: cognitive development studies; studies of the effects of manipulated environmental variables on maladaptive behavior of the retarded; studies of environmental determinants of behavior in naturalistic settings; and studies of environmental variables affecting test performance. The eight male and eight female Ss were given a 20-minute standardized test in both a sparsely furnished room and an enriched, pleasantly furnished room while an observer recorded behaviors. Results suggested that physical decoration of institutional living areas, although welcome as a normalizing influence, may not be effective in significantly decreasing maladaptive behavior or increasing test performance. It was also found that Ss in the enriched setting appeared to engage in less self-stimulatory behavior. (JW)

ED 247 672 EC 170 006
Strunk, DeForest L.

Using Microcomputers to Meet the Learning Needs of Special Education Students.

Pub Date—Oct 83
Note—12p.; Paper presented at meeting of Computer-Using Educators of Northern California (San Jose, CA, October 7, 1983).

Available from—University of San Diego, School of Education, Alcala Park, San Diego, CA 92110 (\$2.00).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Software, *Disabilities, Elementary Secondary Education, Information Networks, *Microcomputers, Teacher Education, Teacher Educator Education

Current developments in the use of microcomputers to meet the learning needs of special education students are discussed. Examples are given of efforts of special projects (such as Project ReTool), Teacher Education Computer Centers in California, and local school districts in the training of teacher educators and special education teachers. Current activities of the commercial sector, the Department of Education, and other groups in the development and evaluation of software for instruction, management, and assessment are reviewed. The value of networking to share technology information is stressed. The role of the Council for Exceptional Children in special education technology is emphasized throughout. Among six recommendations are the need for software developed specifically for handicapped learners and the need for a system of

sharing software developed for special needs children. (JW)

ED 247 673 EC 170 007
Barrier-Free Design: Access to and Use of Buildings by Physically Disabled People = Aménagement pour Accès Facile: Accès Facile aux Immeubles et Leur Utilisation par les Personnes Handicapées.

Public Works Canada, Ottawa (Ontario).
 Report No.—ISBN 0-662-52081-5
 Pub Date—Aug 82
 Note—102p.
 Language—English; French
 Pub Type—Guides—Non-Classroom (055)—Multilingual/Bilingual Materials (171)—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC05 Plus Postage.
 Descriptors—*Accessibility (for Disabled), *Building Design, *Design Requirements, Facility Requirements, Hearing Impairments, *Physical Disabilities, Physical Environment, *Policy, Position Papers

Identifiers—*Canada

The manual describes, for people with physical disabilities, a building standard of accessibility and the policy for its application. Policies address both new construction and renovation work based on principles of building accessibility to a broad range of users, public service accessibility, and equality of access to employment opportunities. Two levels of accessibility are noted: basic (parking facilities; route from parking areas to public transportation; and public telephone, elevators, or washrooms) and comprehensive (all work areas, employee restrooms, cafeterias, lounges, etc.). Design requirements which make up the bulk of the manual are presented for five areas (exterior circulation, entry, interior circulation, washrooms, and cafeterias) and 11 components (sloped surfaces, grab bars/handrails, stairs, floors, doors, elevators, washroom fixtures, drinking fountains, parking spaces, counters, and telephones). Appended information covers such aspects as wheelchair maneuvering and cane use by people with visual impairments. (CL)

ED 247 674 EC 170 008

Howarth, Les. Novak, John M.

So You Want to Be Invited? A Study to Improve Invitational Theory and Practice in a Special Education Setting.

Pub Date—Apr 84
 Note—25p.; Paper Presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Behavior Problems, *Educational Methods, *Educational Philosophy, Program Effectiveness, Special Education

Identifiers—*Invitational Education

Using the collaborative efforts of a teacher educator and a classroom teacher, this study attempted to implement invitational education (a perceptually based, self-concept approach which is referred to as a theory of practice) in a special education classroom for six children with behavior problems. Four questions were used to systematically approach the inviting process for the teacher and a journal was suggested to record significant classroom observations. The teacher records his perceptions of the approach, noting successful strategies (such as differential approach in programming for students' behavioral and academic objectives) as well as unsuccessful strategies. In reassessing the method and theory of invitational education, the teacher educator suggests refinements in the theory. (CL)

ED 247 675 EC 170 009

Alpert, Cathy L. Rogers-Warren, Ann
Mothers as Incidental Language Trainers of Their Language-Disordered Children.

Pub Date—Mar 83
 Note—22p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (16th, Gatlinburg, TN, March 16-18, 1983).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Delayed Speech, Generalization, Incidental Learning, *Language Acquisition, *Language Handicaps, Modeling (Psychology), Mothers, *Parent Education, Preschool Education

tion, Program Effectiveness, *Training Methods
 The effectiveness of training mothers to use four incidental language teaching procedures with their language-delayed preschoolers was evaluated. Six mothers were trained to use the following techniques: first, the Model Procedure, which provides the response for the child to imitate; second, the Mand-Model Procedure, which elicits information the child already knows; third, the Time Delay Procedure, which allows the child time to initiate communication; and finally the Incidental Teaching Procedure, which uses the three previously trained techniques in a new situation. Training of each technique consisted of a lecture, a videotape, a handout, and homebased sessions featuring trainer feedback and audiotaped play sessions. Results indicated mothers successfully acquired the skills but that maintenance and generalization of the skills may need to be specifically programmed. (Detailed data on one mother are provided). (JW)

ED 247 676 EC 170 010

Report of the Surgeon General's Workshop on Children with Handicaps and Their Families. Case Example: The Ventilator-Dependent Child.
 Children's Hospital of Philadelphia, Pa.; Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.

Report No.—DHHS-PHS-83-50194

Pub Date—Dec 82

Note—82p.; The document was also supported by grants from the Widener Memorial Foundation and Heron Respiratory Services, Inc.

Pub Type—Collected Works—Proceedings (021)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Demonstration Programs, *Disabilities, Educational Needs, Financial Policy, Health Needs, *Medical Services, Premature Infants, Program Descriptions, *Special Health Problems

Identifiers—*Ventilator Dependence

The booklet presents papers from a December 1982 workshop on specific problems in caring for ventilator-dependent children (children with respiratory distress due to prematurity, low birth weight or developmental immaturity). Following excerpts from the keynote address by C. Everett Koop, the U.S. Surgeon General, model programs from Pennsylvania, New York, and Illinois are described. A mother of a ventilator-dependent child with multiple birth defects presents the parents' viewpoint. Recommendations from 10 work groups combining parents, professionals, policymakers and others focus on organizational and financial considerations. Among recommendations made are for developing regional systems of care, developing model standards for quality assurance, and incorporating principles of care for children with disabilities into format education curricula. (CL)

ED 247 677 EC 170 021

Splett, L. A.

Community Entry Skills Program.

Rocky Mountain School Div. #15, Rocky Mountain Home (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Dec 83

Note—173p.; For a related document, see EC 170 022.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Community Programs, Daily Living Skills, High Schools, Junior High Schools, Mild Mental Retardation, Normalization (Handicapped), Program Effectiveness, Rural Education, *Transfer of Training, Transitional Programs, *Vocational Adjustment

The evaluation determined the success of a program designed to effect high transfer of skills among educable mentally handicapped students in grades 7-10. The 3-year program employed a community worker to help promote practical application of skills to the community setting. Measurements of change in academic achievement and attitudes were combined with subjective assessment of student independent functioning. Results suggested that transfer of skills to practical situations was highly successful, that personal attitudes changed in a positive manner, but that world of work attitudes changed in a negative manner. Little difference was found between experimental and control Ss in acquisition of basic skills, attendance, percentage attrition rates, and parental support. Despite positive changes noted, the study notes that the modifica-

tions required, number of person hours, and specificity of training resulted in an extremely expensive approach in terms of success measured. (Author/CL)

ED 247 678 EC 170 022

Splett, L. A.

Community Entry Skills Program. Summary.

Rocky Mountain School Div. #15, Rocky Mountain Home (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.

Pub Date—Dec 83

Note—19p.; For a related document, see EC 170 021.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Programs, Daily Living Skills, High Schools, Junior High Schools, *Mild Mental Retardation, Normalization (Handicapped), Rural Education, *Transfer of Training, Transitional Programs, *Vocational Adjustment

The report summarizes findings and recommendations of a project designed to promote transfer of training in basic skills from school to community for mildly retarded secondary students. Project objectives (including learning to drive, read schedules, work with others, and shop for groceries) are listed along with brief discussions of staffing, curriculum, and evaluation methods. Among evaluation results presented are that students demonstrated improved attitudes about their own self worth, decision-making, and problem solving; and students demonstrated practical application of the skills trained. Cited are findings regarding academic achievement, student attitudes, and attitudes toward the world of work. Among recommendations offered are the review of student selection procedures for alternate programs, the training of school personnel in procedures for altering student attitudes to the work world, and examining the practicality of transfer programs for rural areas. (CL)

ED 247 679 EC 170 023

Moore, Cory. And Others

A Reader's Guide for Parents of Children with Mental, Physical, or Emotional Disabilities. An Update.

Montgomery County Association for Retarded Citizens, Silver Spring, Md.

Spons Agency—Maryland State Planning Council on Developmental Disabilities, Baltimore.

Pub Date—83

Note—254p.; For First Edition see, ED 143 179.

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—Attitudes, Autism, Behavior Modification, Civil Rights, *Disabilities, Epilepsy, Genetics, Hearing Impairments, Hyperactivity, Intervention, Language Acquisition, Learning Disabilities, Mental Retardation, Multiple Disabilities, Parent Materials, Physical Disabilities, Prevention, Secondary Education, Sex Education, Special Health Problems, Speech Handicaps, Visual Impairments, Young Children

The guide lists and summarizes publications designed to help parents of children with disabilities. In the first section, publications covering general aspects of handicaps—including personal accounts of parents, early home intervention, schooling, adulthood, and additional information resources—are described. Section II presents information about specific disabilities, including autism, epilepsy, hearing handicaps, learning disabilities, mental retardation, and physical handicaps. Specific topics of interest featured in the third section include attitudes, behavior modification, genetics and genetic counseling, prevention, and sexuality and sex education. Section 4 lists books about specific handicaps designed for the younger reader. Two final sections provide references by persons with disabilities and information on journals and directories. (CL)

ED 247 680 EC 170 024

Guidelines for Early Intervention Programs, Based on a Conference: Health Issues in Early Intervention Programs (Washington, D.C., May 1980).

Hawaii Univ., Honolulu. School of Public Health; Utah Univ., Salt Lake City. College of Nursing.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—May 80

Note—110p.

Pub Type—Guides - Non-Classroom (055) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Development, *Disabilities, *Health, Infants, *Intervention, Parent Role, Program Effectiveness, Social Development, State Programs, State Standards, Theories

The monograph presents guidelines for early intervention services for handicapped infants and their families. Guidelines are the result of a 1980 conference on health issues in early identification programs. Three state of the art papers are included: "Infancy, What We Know and What We Need to Know as a Basis for Intervention" by A. Korner; "Child Change in an Early Intervention Program for the Developmentally Disabled" by J. Howard and L. Beckwith; and "Infant Intervention: Parental Considerations" by K. Barnard and J. Kelly. A paper on contemporary theory covers such aspects of the subject as a clinical continuum of disability recognition, immediate postnatal care, and followup and screening. Recommendations focus on protecting physical health; promoting psychosocial development; and facilitating motor, cognitive, and communication development and self care skills. The state agency's role in planning and monitoring services is examined. Appendices contain papers on Utah's infant development program and on Hawaii's enrichment project for handicapped infants, staffing considerations, references, and a list of participants. (CL)

ED 247 681

EC 170 025

Frain, Joan

Project UPSTART. Final Report, October 1, 1982-September 30, 1983.

Easter Seal Society for Disabled Children and Adults, Inc., Washington, DC.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date—Apr 84

Grant—G008202872

Note—169p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Infants, *Intervention, *Multiple Disabilities, *Outreach Programs, Program Effectiveness, *Severe Disabilities, Staff Development, Young Children

Identifiers—*Project UPSTART

The report examines accomplishments of project UPSTART, an intervention approach for young severely multihandicapped infants and their families. The project's outreach provided assistance at six sites, three of which were new. Outreach accomplishments are evaluated according to six objectives, including stimulation of program development, provision of training, development of project materials, stimulation of state involvement, and involvement with other specific consultative assistance. Outreach accomplishments are described by site, and benefits of project activities are considered in terms of program development, training activities, project materials, and increased national/state/local involvement. Among project achievements are extension of training sites for university students, field testing of the sequenced neuro-sensorimotor program, and on-site demonstrations at replication sites. (CL)

ED 247 682

EC 170 026

Goldberg, Renee L. Zern, David S.

Learning Styles, Learning Abilities and Learning Problems in College: An Exploration of Learning Disabilities in College Students. Final Report.

Clark Univ., Worcester, Mass. Dept. of Education. Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—[82]

Grant—G008101035

Note—322p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Academic Achievement, *Cognitive Style, *College Students, *Coping, Higher Education, *Learning Disabilities, *Student Characteristics

The study examined differences between 57 learning disabled (LD) and 24 non-LD college students on measures of psychoeducational assessment. In addition, differences between LD students with good and poor academic performance were studied, and coping strategies were identified for both sub-groups. A variety of standardized tests were administered and information was gathered about coping strategies and barriers to learning through an individually administered interview, informal assessment of work products, and data about students' use of time. Results of the psychoeducational assessments identified key variables distinguishing LD from non-LD Ss; sequencing and timed tasks; language abilities; and spelling, math, and reading achievement. LD Ss also exhibited a wider range of subtest scatter than verbal conceptual abilities on the Wechsler Adult Intelligence Scale were equal to control Ss'. LD Ss with the highest academic performance performed significantly higher than lowest performance LD Ss on 36 to 39 psychoeducational variables. LD Ss with highest academic performance had the best scores (compared with low performance LD and control Ss) on six variables measuring verbal conceptual ability. Among other findings were that LD Ss used university resources more than controls; that LD Ss reported greatest difficulty in performing in-class exams and papers, with the most difficulties in grammar, spelling, and neatness rather than in ideas and concepts; and that a wide range of problem areas and coping strategies were identified. Appendices include an interview format, a time log, rating sheets, and statistical information. (CL)

ED 247 683

EC 170 030

Reuter, Jeanette And Others

Use of Caregiver Information to Design Habilitation Programs for Severely and Profoundly Handicapped Young Children. First Chance Project. Final Report.

Kent State Univ., Ohio.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—1 Oct 82

Grant—G008001794

Note—416p.

Pub Type—Reports - Research (143) — Collected Works - General (020)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Infants, *Severe Disabilities, *Student Evaluation, Testing, *Test Reliability, Test Use, *Test Validity, Young Children

Identifiers—*Bayley Scales of Infant Development, *Kent Infant Development Scale

Of the 15 substantive papers in this report, 12 focus on the use of the Kent Infant Development (KID) Scale with severely handicapped children. The KID Scale measures 252 behaviors usually developing during the first year of life in five domains (cognitive, motor, language, self-help, and social). It was successfully adapted to elicit reliable developmental information from mothers, teachers, nurses, therapists, and child care workers of 125 severely handicapped children. One paper describes studies (interjudge and test-retest) that examined the reliability of the scale, and focused on items that elicited agreement between two caregivers and those that failed to elicit such agreement in each domain. A further report describes studies that examined the scale's concurrent validity with the Bayley Scales of Infant Development and indicated (1) that high intercorrelations existed between the two measures and (2) that KID Scale developmental age estimates varied somewhat depending on the informant's relationship with the child. Additional analysis of the two measures supported findings noting similarity between developmental sequences of normal infants and severely handicapped children. A report on follow-up studies on KID scale results is followed by a summary of consultant and caregiver evaluations on the use of the KID scale with severely handicapped young children. The application of a sorting system based on KID Scale data to the formation of individualized program plans is addressed. The Kent Scoring Adaptation of the Bayley scales of Infant Development for assessing severely handicapped children is proposed. Three concluding studies address the following topics: the reliability and validity of the Minnesota Child Development Inventory for assessing moderately handicapped primary students; the use of the McCarthy Scales of Children's Abilities to assess mentally retarded children; and consultant and caregiver evaluations of the Minnesota Child Development Inventory. An outline of dissemination activities by project contributors concludes the report. (CL)

ED 247 684

EC 170 034

Fifield, Marvin

Improving the Utilization and Educational Relevance of Individual Psycho-Educational Assessment Reports in the Placement of and IEP

Development for Handicapped Native American Children. Final Report.

Utah State Univ., Logan. Exceptional Child Center. Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Mar 83

Grant—G008100322

Note—182p.; An accompanying document to EC 170 035.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*American Indians, *Disabilities, Elementary Secondary Education, *Handicap Identification, Individualized Education Programs, Inservice Teacher Education, Recordkeeping, Reports, School Psychologists, *Student Evaluation, Student Placement

The report presents findings from a study of the extent to which psychoeducational testing reports were used in one Navajo district and on the obstacles affecting their use. Data included an analysis of findings and recommendations in 321 individual psychoeducational reports, a structured critique by school personnel of 79 testing reports to evaluate their educational relevancy, usability, and accuracy; an analysis of the relationship between report and Individualized Education Program recommendations; and observational and interview data. Findings are presented on the three major study objectives: identification of strengths and weaknesses of the psychoeducational system in use; design of an inservice training program for teachers, administrators, and school psychologists; and evaluation of results in both areas. The study resulted in six recommendations, including emphasis on converging data, obtaining second opinions, and synthesizing reports to control cultural and language bias; design of a standard testing report format; and training and certification as psychologists of Navajos who possess language and cultural skills. (CL)

ED 247 685

EC 170 035

Fifield, Marvin

Psycho-Educational Assessment of Native American Students. A Manual of Inservice Training Activities and Resource Materials for School Personnel and School Psychologists. [Final Report]

Utah State Univ., Logan. Exceptional Child Center. Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Feb 83

Grant—G008100322

Note—415p.; Parts of the document will not reproduce well. An accompanying document to EC 170 034.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indians, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, Interdisciplinary Approach, Referral, *School Psychologists, Staff Development, *Student Evaluation, Student Placement, *Teacher Workshops

The volume presents agendas of two inservice training workshops for school personnel on student assessment and two seminars for psychologists, held in the summers of 1981 and 1982, on the topic of placement and Individualized Education Program (IEP) development for handicapped Native American children. This document was prepared to accompany a study of the extent to which psychoeducational testing reports were used in one Navajo district and on the obstacles affecting their use. The content of the inservice was based on strengths and weaknesses identified in the psychoeducational assessment process. The workshops focused on student assessment and included discussions of such topics as mainstreaming; provisions of P.L. 94-142, (the Education for All Handicapped Children Act); referral; multidisciplinary evaluation teams; P.L. 94-142 compliance review forms; and precision teaching. The seminars addressed such topics as psychoeducational testing report formats, review of assessment procedures, assessment instruments, report writing and staffing and evaluation referral information. For each of the workshops and seminars, information is presented on agenda and rationale for topic selection as well as examples, exercises, and resource material; in addition, evaluation reports are included for the workshops. Among appended material are a psychoeducational testing report format and report critique form, instructions for the teacher rating scale, and a guide to definitions of diagnostic cate-

gories and program considerations. (CL)

ED 247 686 EC 170 041

Chan, Kynyon S.

Limited English Speaking, Handicapped, and Poor: Triple Threat in Childhood. Professional Papers, C-1.

National Center for Bilingual Research, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Sep 80

Note—31p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Handicap Identification, Incidence, *Limited English Speaking, *Poverty, Research Needs, Statistical Data

The paper examines the nature and challenges of a triple threat in childhood—economic poverty, limited and non-English proficiency, and a handicapping condition. Special emphasis is placed on the problems of Asian and Pacific Americans. Difficulties in establishing the precise scope of the problem are noted, including limited definitions and questionable statistics. Effects of the three conditions on prerequisite skills in cognition, motivation, appropriate behavior, and English ability are considered. Effects of the three conditions on educability are analyzed. The need for policy and basic research on the problem is stressed, and topics for such research are suggested. (CL)

ED 247 687 EC 170 042

Heller, Harold W.

Standards Now, Standards Always, The Belwalk of a Strong Profession.

Pub Date—Apr 83

Note—20p; Paper presented at the Annual Convention of the Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Professional Education, *Standards, *Teacher Education

The paper criticizes the lack of standards of excellence in special education and notes the damaging effect of this situation on teacher education. It draws parallels with the reform of medical education in the early 1900s, describing the changes instituted at Harvard and Northwestern Universities and the developments fostered at the Johns Hopkins Medical School. Many of the same obstacles that hindered reform in medical education exist today in the field of special education, including fear of declining enrollments, the field's inability to seek and accept reform, and lack of application of basic research to problems confronting teachers. The paper concludes by citing the Council for Exceptional Children's ongoing work on professional standards which has resulted in eight proposed principles as the code of ethics for the special education profession. (CL)

ED 247 688 EC 170 043

Harp, H. Dale Gallagher, Patricia R.

Understanding Handicaps through Reading: An Annotated Bibliography of Children's Books Since 1975.

Spons Agency—Department of Education, Washington, DC

Pub Date—84

Grant—G008000399

Note—34p.

Available from—Patdial Co., 943 Margaret St., Monmouth, OR 97361.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Children Literature, *Disabilities, Elementary Secondary Education, *Student Attitudes

The paper presents an annotated bibliography of children's books (1975-1984) designed to promote understanding of handicapped children. Books were gathered from searches of the literature as well as Books In Print. Selection criteria are described. Entries are presented alphabetically by author, within disability groups (visually handicapped, hearing impaired, speech impaired, orthopedically impaired, specific learning disability, mentally retarded, and multiply handicapped). A final cate-

gory, information books, contains five listings. Entries provide information on author, title, publisher, illustrator (if any), date, and readability level along with a brief description. (CL)

ED 247 689 EC 170 044

Grosenick, Judith K., Ed. And Others

Social/Affective Interventions in Behavioral Disorders.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education; Missouri Univ., Columbia. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—Mar 84

Grant—G008101817

Note—193p; For individual papers, see EC 170 045-051.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Behavior Disorders, Behavior Modification, Elementary Secondary Education, Emotional Disturbances, Interpersonal Competence, *Intervention, Social Development, Teacher Role, *Theories, Therapy

Seven author-contributed papers address theoretical and applied interventions with children who have behavior disorders. V. Reznierski reviews the developmental perspective and the Intervention by Prescription model in "Developmental Interventions with Behaviorally Disordered Youth." D. Glenn et al. follow with a discussion of research and theory on "Cognitive Approaches to Social Competence with Behaviorally Disordered Youth." P. Nichols ("Down the Up Staircase: The Teacher as Therapist") examines myths concerning psychotherapy and addresses ways in which teachers can incorporate intentional psychology instruction. In the first of the application papers ("Supportive Peer Groups: A Behavior Management Program for Children") T. Virden outlines a behavior management program in which children analyze their own and others' behavior. A structured learning approach for teaching pro-social behavior is discussed by E. McGinnis in "Teaching Social Skills to Behaviorally Disordered Youth." Descriptions of two intervention approaches—"Teaching Independent Student Behaviors to Behaviorally Disordered Youth" (V. Brown) and "Teaching Social Routines to Behaviorally Disordered Youth" (R. Neel) conclude the monograph. (CL)

ED 247 690 EC 170 045

Reznierski, Virginia E.

Developmental Interventions with Behaviorally Disordered Youth.

Pub Date—Mar 84

Note—21p; Paper contained in "Social/Affective Interventions in Behavioral Disorders," edited by Judith K. Grosenick and Others (see EC 170 044).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Child Development, *Developmental Stages, Elementary Secondary Education, *Intervention, Models, *Self Control, *Theories

The paper reviews the developmental perspective in interventions with behaviorally disordered youth and considers developmentally based models (such as the engineered classroom, the conceptual level model, and the developmental task instructional system). The Intervention by Prescription (IBP) model, an integrated problem solving system, is described and applied to the domain of impulse management. Theoretical and research principles in impulse control are reviewed. Nine stages of development are identified and appropriate interventions at each level considered. (CL)

ED 247 691 EC 170 046

Glenn, DyAnn S. And Others

Cognitive Approaches to Social Competence with Behaviorally Disordered Youth.

Pub Date—Mar 84

Note—18p; Paper contained in "Social/Affective Interventions in Behavioral Disorders," edited by Judith K. Grosenick and Others (see EC 170 044).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Behavior Modification, *Cognitive Restructuring, Elementary Secondary Education, Intervention, Meta-cognition, Self Control

The paper addresses current theory and research on cognitive approaches with behaviorally disordered youth, and considers assessment and intervention with special attention to methods developed from both cognitive-behavioral and social-cognitive perspectives. Distinctions and similarities between cognitive-behavioral and social-cognitive approaches are noted. The role of metacognition in the regulation of behavior (specifically related to memory) is examined. Assessment from both the cognitive-behavioral and social-cognitive perspectives is explored. Discussion of interventions focuses on self-monitoring and self-regulation as examples of cognitive-behavioral approaches and social problem solving as representative of social cognitive intervention. Factors associated with generalization and maintenance are covered. (CL)

ED 247 692 EC 170 047

Nichols, Polly

Down the Up Staircase: The Teacher as Therapist. Pub Date—Mar 84

Note—24p; Paper contained in "Social/Affective Interventions in Behavioral Disorders," edited by Judith K. Grosenick and Others (see EC 170 044).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, Interpersonal Competence, *Psychotherapy, Teacher Education, *Teacher Role, Teaching Methods, *Therapy

A teacher of behaviorally disordered children notes the unease which members of her profession feel towards therapy and urges that principles of psychotherapy be reexamined for possible incorporation into instruction. Four premises are addressed: (1) that excluding counseling and psychotherapeutic interventions limits the helping role of teachers; (2) that psychoeducation can contribute to and learn from educational technology; (3) that teachers can intentionally teach new thoughts, feelings, and behaviors; and (4) that psychologists and educators should work together to prepare materials and training opportunities for teacher education. Ways in which teachers can acquire some these skills (through courses, reading, and practice) are suggested. (CL)

ED 247 693 EC 170 048

Virden, Tim

Supportive Peer Groups: A Behavior Management Program for Children.

Pub Date—Mar 84

Note—18p; Paper contained in "Social/Affective Interventions in Behavioral Disorders," edited by Judith K. Grosenick and Others (see EC 170 044).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Group Discussion, Intervention, *Peer Relationship

A supportive peer group management program for behaviorally disordered students is described. Children learn to confront one another about problems in a helpful, structured way. A generic problem list based on actual classroom experiences is composed of such elements as aggravation, hurting, lying, and disrespect for self and others. Children are helped to associate problems with their own experiences and are encouraged to discuss their problems in the group meeting. Suggestions are offered for setting up the meeting, conducting the problem session, focusing the meeting, and providing followup activities. Documentation of progress is considered, as are ways of encouraging parent involvement. (CL)

ED 247 694 EC 170 049

McGinnis, Ellen

Teaching Social Skills to Behaviorally Disordered Youth.

Pub Date—Mar 84

Note—37p; Paper contained in "Social/Affective Interventions in Behavioral Disorders," edited by Judith K. Grosenick and Others (see EC 170 044).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Disorders, Elementary Secondary Education, *Interpersonal Competence, Student Evaluation, *Teaching Methods

The paper describes for elementary and secondary teachers a planned, direct, and systematic way of teaching prosocial behaviors to behaviorally disordered students. The assessment process involves a pre-teaching assessment in which students and specific instructional skills are selected and a post-teaching assessment phase which includes post-

teaching evaluation and assessment of skill maintenance and generalization. Checklists are presented for elementary social skills. Techniques for developing an instructional plan with attention to group rules, levels of instructional support, and reinforcement phases are described. The structured learning approach is explained to involve features of modeling, role playing, verbal mediation, performance feedback, and transfer of training. Generalization strategies are noted. Sample recordkeeping forms are included throughout. (CL)

ED 247 695 EC 170 050

Brown, Virginia L.

Teaching Independent Student Behaviors to Behaviorally Disordered Youth.

Pub Date—Mar 84

Note—30p.; Paper contained in "Social/Affective Interventions in Behavioral Disorders," edited by Judith K. Grosenick and Others (see EC 170 044).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Disorders, Elementary Secondary Education, Learning Strategies, *Personal Autonomy, *Self Control, *Study Habits, *Study Skills, Teacher Role, Teaching Methods. The chapter outlines an approach to teaching behavior-disordered students to follow the largely unwritten rules of being "good students." A section on research and theory addresses attributions and perceptions, dependence, study skills, and social skills training. Assessment philosophy and procedures are reviewed, including the collection of time-on-task, product or assignment analysis, and match/mismatch checklists. Interventions through which the teacher can promote good-student behaviors (including selecting materials that promote independence, providing direct instruction in aspects of independent study, and clarifying expectations and realities) are noted, along with interventions under the control of the student (focusing on such aspects as aids to memory, time management, and self-monitoring and self-reinforcement). (CL)

ED 247 696 EC 170 051

Neel, Richard S.

Teaching Social Routines to Behaviorally Disordered Youth.

Pub Date—Mar 84

Note—40p.; Paper contained in "Social/Affective Interventions in Behavioral Disorders," edited by Judith K. Grosenick and Others (see EC 170 044).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Disorders, Elementary Secondary Education, *Interpersonal Competence, *Intervention, *Social Development, *Student Evaluation, Teaching Methods.

Teaching social routines to behavior-disordered children is addressed, with an emphasis on determining and maintaining the critical effect of a behavior and on providing contextual instruction. Assessment of behavioral problems in functional terms is discussed and procedures for assessing social functions and social skills are analyzed. The instructional process outlined is dependent on determination of the function, selection of the appropriate setting, and development of a specific instructional plan (with consideration of acceptable behaviors, curricula, levels of support, companion skills, success criteria, and data selection and collection). Among appended materials is a sample social skills environmental inventory measuring 12 functions, including following rules/regulations, attending to relevant cues, indicating preference, and solving problems. (CL)

ED 247 697 EC 170 052

Mulcahey, Mary Ann Warren, Steven F.

Group Homes as Resources for the Future: What Do Parents Want?

Pub Date—Mar 84

Note—14p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (17th, Gatlinburg, TN, March 7-9, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Community Services, *Group Homes, *Long Range Planning, *Moderate Mental Retardation, Older Adults, *Parent Attitudes, Residential Programs, *Rural Urban Differences, *Severe Mental Retardation, Siblings.

Sixty older parents were interviewed about plans for the future living arrangements of their 35 adult

mentally retarded sons and daughters. Seventeen of the 35 families lived in rural communities, 18 in an urban area. Questions focused on (1) whether or not group care was perceived as an alternative to sibling care or institutional placement; and (2) whether or not formal applications had been made or plans discussed with siblings. It was found that only five families (all urban) had made any formal plans for living arrangements. Almost 40% of urban parents wanted group home placement but had not made application. No rural parents had discussed plans with a potential caretaker; 58.8% were hoping that a sibling would provide care. Larger family size in rural areas suggested less reliance on community resources. Elderly urban parents with small families tended to be undecided about future arrangements. In both rural and urban communities, younger, more educated parents were more willing to consider group home placement. Among conclusions was that, without parent application for services, providers will have difficulty predicting future need for community residential services. (JW)

ED 247 698 EC 170 053

Sherman, Lawrence W. Burgess, Dianne E.

Behavioral Attributes and Social Distance of Developmentally Handicapped and Normal Children.

Pub Date—Mar 84

Note—24p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (17th, Gatlinburg, TN, March 7-9, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Developmental Disabilities, Intergroup Relations, Junior High Schools, *Mainstreaming, *Peer Relationship, *Social Behavior, *Student Characteristics.

Twenty behavioral attributes which predict social distance were examined among mainstreamed developmentally handicapped ($n=8$) and normal ($n=93$) junior high school students. The sample consisted of a predominantly white, middle-class, suburban, midwestern school district. The developmentally handicapped students were mainstreamed into each of six normal classrooms for at least one period of each day. A sociometric nomination measure was used to obtain behavioral attribute profiles of the students which were then used to predict a psychometric measure of social distance. Mainstreamed handicapped students were not found to be more socially distant than their normal peers ($p>.05$). Factors analysis of the 20 behavioral attributes obtained four significant factors, three of which were found to be significant predictors of classroom social distance, accounting for better than half the variance in social distance ($R^2=.54$, $P<.01$). The three factors were described as (1) incompetent and unassertive, (2) positive active and assertive, and (3) passive and unassertive. The study concludes that social rejection in mainstreamed classrooms is more a function of perceived behavioral attribute factors rather than the developmentally handicapped label as such. (Author)

ED 247 699 EC 170 054

Williams, Bruce W. Morin, Herbert

Behavioral Treatment of Severe Self-Injury: The Importance of Staff Selection in an Institutional Environment.

Pub Date—Mar 84

Note—8p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (17th, Gatlinburg, TN, March 7-9, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Behavior Modification, Deafness, *Multiple Disabilities, Residential Programs, *Self Mutilation, *Severe Mental Retardation, *Staff Utilization, *Wages.

Identifiers—*Self Injurious Behavior.

Overtime pay was used to encourage staff personnel of a state institution to carry out an intensive around-the-clock program to reduce the self-injurious behaviors of a severely retarded and deaf adult. Contingent use of restraints, in conjunction with an intensive program of differential reinforcement of other behavior and differential reinforcement of incompatible behavior, was effective in treating the self-injurious behavior. Restraints were applied following face picking after gestures, brief manual restraint and showing the restraints failed to prevent

repeated picking. The S participated in half-hour instructional sessions on tasks incompatible with face picking, such as ball play, puzzles, and sign language. Self-injurious behavior was significantly reduced and generalization was gradually accomplished. The value of such an intensive, round-the-clock program is discussed. (CL)

ED 247 700 EC 170 055

Glidden, Laraine Masters

Families Who Adopt Mentally Retarded Children: Who, Why, and What Happens.

Pub Date—Mar 84

Note—34p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (17th, Gatlinburg, TN, March 7-9, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adoption, Children, *Emotional Adjustment, Family Attitudes, Foreign Countries, *Mental Retardation, *Mother Attitudes, Motivation, Placement, *Stress Variables. Identifiers—Great Britain.

Demographic and background characteristics, pre-adoption motivation, and post-adoption adjustment of 20 British families who had, among them, adopted 23 mentally retarded children were explored through semi-structured interviews and questionnaires. Children in the sample had been in their adoptive homes an average of 17 months; 48% were under 5 years old. Twenty mothers were interviewed in their homes, either alone or with the father; data from mothers alone was reported. A 10-item multiple-choice questionnaire assessed family functioning following placement. A 285-item true-false questionnaire on Resources and Stress (Holroyd) was subsequently completed and returned by all families. General characteristics of the sample indicated that adopters of mentally retarded children are familiar with the handicap, are likely to be of middle-class background, and adopt for a variety of reasons, including biological infertility, religious conviction, and personal/professional experience with the handicap. Among suggested conclusions was that adoptive families may experience less stressful adjustment than biological families of retarded children. (The literature on families who adopt mentally retarded children, as well as on family reactions to biologically borne handicapped children, is reviewed.) (JW)

ED 247 701 EC 170 056

Reis, Elizabeth M.

Effect of Knowledge and Purpose Statements on Comprehension and Recall in Retarded and Nonretarded Individuals.

Pub Date—Mar 84

Note—36p.; Paper presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmental Disabilities (17th, Gatlinburg, TN, March 7-9, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advance Organizers, *Comprehension, Elementary Secondary Education, *Mild Mental Retardation, *Recall (Psychology).

Educable retarded (64) and nonretarded (64) subjects (mean age 15 years) heard two stories. After each story, performance was assessed on recall and comprehension. All Ss were randomly assigned to one of four treatments: (1) knowledge (Ss were told concepts critical to processing each story); (2) purpose statements (Ss were guided in organizing incoming information); (3) knowledge plus purpose statements; and (4) control (no information). The comprehension measures included comprehension of central, noncentral, and implied story content; recall measures included recall of central and noncentral units. Comprehension factors were: (1) population (retarded vs. nonretarded); (2) treatment (knowledge, purpose statements, knowledge plus purpose statements, control); (3) placement of information (before vs. during); and (4) question type (central, noncentral and implied). The independent variables in the analysis of recall were identical to the analysis for comprehension, except that recall unit type (central vs. noncentral) was substituted for comprehension question type. Results indicated that nonretarded Ss performed better than retarded Ss on both comprehension and recall measures. Comprehension of central questions was significantly better than comprehension of noncen-

tral questions, which was significantly higher than comprehension of implied question. Recall of central units was superior to recall of noncentral units. Results indicated that among both retarded and nonretarded Ss comprehension scores were significantly higher in the knowledge plus purpose statement condition than in any of the other experimental conditions. Treatment effects were not significant for the recall analysis. However, several significant interactions were obtained. It was concluded that knowledge plus purpose statements has a facilitative effect on the comprehension abilities of both retarded and nonretarded Ss, but not on their recall abilities. (Author/CL)

ED 247 702 EC 170 057

Power, D. J., Ed. And Others

Early Intervention with Young Hearing-Impaired Children. Occasional Paper Number Three. Mount Gravatt Coll. of Advanced Education, Mt. Gravatt (Australia).

Report No.—ISBN-0-909291-15-2

Pub Date—81

Note—122p; Papers presented at a Seminar on Early Intervention for Young Hearing-Impaired Children (Queensland, Australia, June 15-16, 1981). For individual papers, see EC 170 058-062. The document was developed by the Centre for Human Development Studies.

Pub Type—Opinion Papers (120)—Reports - Research (143)—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Hearing Impairments, Infants, *Interaction, *Intervention, Language Acquisition, Mothers, *Parent Child Relationship, Social Development

Five papers focus on issues of early intervention with young hearing impaired children. The papers were presented at a seminar in 1981 in Queensland, Australia. A. Hayes begins with "The Emergence of Interest in Social Interaction in Infancy," in which he considers the role of metaphors in influencing intervention research. D. Power and G. Elias follow with "Developing Language in Young Disabled Children," which examines the form, content, and function of language. "Research on Mothers Interacting with Hearing Impaired Children" by T. Cross et al. reviews findings regarding syntax, stereotyped utterances, discourse features, speech style variables, and functional codes. In the fourth paper, H. Mohay reports on "A Longitudinal Study of the Language Development of Three Deaf Children of Hearing Parents." The final paper, by M. Hyde et al. presents results from their study entitled "The Use of Verbal and Non-Verbal Control Techniques by Mothers of Hearing Impaired Infants." (CL)

ED 247 703 EC 170 058

Hayes, Alan

The Emergence of Interest in Social Interaction in Infancy.

Pub Date—June 81

Note—11p; Paper presented at a Seminar on Early Intervention for Young Hearing-Impaired Children (Mt. Gravatt, Queensland, Australia, June 15-16, 1981). For the proceedings, see EC 170 057.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Infants, *Interaction, Mothers, *Parent Child Relationship, Personality Traits, *Social Behavior, Social Development, Theories

The paper analyzes changes in conceptions of social interaction in infancy from a unidirectional process to a bidirectional one requiring dyadic analysis. Developments in the fields of ethology and comparative psychology are cited as are implications of early behaviorist research that pointed out the effects on the mother of the infant's behavior. The added dimension of interaction in bidirectional models is discussed. Additional input from personality theory regarding the importance of social contact on the development of the infant is noted. The notion of pre-adaptedness or preparedness for interaction is briefly considered, as are the effects of changes in the mother's behavior during the first year of her infant's life. (CL)

ED 247 704 EC 170 059

Power, Des. Elias, Gordon

Developing Language in Young Disabled Children.

Pub Date—June 81

Note—19p; Paper presented at a Seminar on Early Intervention for Young Hearing-Impaired Chil-

dren (Mt. Gravatt, Queensland, Australia, June 15-16, 1981). For the proceedings, see EC 170 057.

Pub Type—Guides - Non-Classroom (055)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Communication Skills, *Disabilities, Infants, Interaction, *Language Acquisition, Parent Child Relationship, Young Children

The paper examines a developmental approach to language acquisition in young disabled children. Issues of form, content, and function are explored, with function of communication seen as central for disabled children. The role of teachers and parents in requiring more sophisticated language is considered. Questions of competence on either the infant's or the mother's part are raised along with factors affecting the environment. The authors stress the importance for most disabled language learners of providing the most normal environment possible. They further suggest that the forms expected of a child should be age- and environment-appropriate. The epigenetic principle is said to indicate the value of normal development for instruction, and mothers should follow the lead of younger and/or less competent children to ensure meaningful communication. (CL)

ED 247 705 EC 170 060

Cross, Toni Kirkman, Maggie

Research on Mothers Interacting with Hearing-Impaired Children.

Pub Date—June 81

Note—32p; Paper presented at a Seminar on Early Intervention for Young Hearing-Impaired Children (Mt. Gravatt, Queensland, Australia, June 15-16, 1981). For the proceedings, see EC 170 057. Funding provided by the Australian Research Grants Committee.

Pub Type—Reports - Research (143)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, *Communication Skills, *Hearing Impairments, *Interaction, *Language Acquisition, *Mothers, Parent Child Relationship, Sentences, Syntax, Young Children

Studies are reviewed on the spontaneous speech of mothers of hearing children and hearing impaired children of various ages. Results are reported according to six major topics (sample findings in parentheses): syntax (the syntactic complexity and length of maternal utterances uniformly increased with the age of the hearing children from infancy to age 5, but not with the age of hearing impaired children); stereotyped utterances; other utterance types; discourse features (mothers tend to fill in conversation gaps with hearing impaired children); speech style variables (mothers of hearing impaired children use significantly more sentences that are run together and not separated by pauses); and functional code (the linguistic ability of the child is of greater importance to maternal conversation style than the child's chronological age). (CL)

ED 247 706 EC 170 061

Mohay, Heather

A Longitudinal Study of the Language Development of Three Deaf Children of Hearing Parents.

Pub Date—June 81

Note—26p; Paper presented at a Seminar on Early Intervention for Young Hearing-Impaired Children (Mt. Gravatt, Queensland, Australia, June 15-16, 1981). For the proceedings, see EC 170 057.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Hearing Impairments, Infants, *Language Acquisition, Longitudinal Studies, *Manual Communication, Sign Language, Young Children

A longitudinal study followed the language acquisition of three deaf infants. Analysis of videotapes recorded in the child's home during informal play was performed in terms of communicative gestures. Results revealed that Ss used a very limited number of hand configurations, locations for signs, and hand and arm movements. Analysis of the gestures showed that there was a great deal of similarity in the components used by the three Ss. Ss presented consistent patterns in their gestures. Although the single gesture utterance was the most common communicative form, all Ss did combine gestures to form two-gesture utterances. Speech was infrequently used, and all Ss had larger gestural than spoken lexicons at 30 months. It was possible for

elements in two gesture utterances and word/gesture combinations to be produced simultaneously. The content of the utterances indicated that they were able to express the same semantic relationships as hearing children at a similar stage of language development. (CL)

ED 247 707 EC 170 062

Hyde, Mary And Others

Use of Verbal and Non-Verbal Control Techniques by Mothers of Hearing-Impaired Infants.

Pub Date—June 81

Note—35p; Paper presented at a Seminar on Early Intervention for Young Hearing-Impaired Children (Mt. Gravatt, Queensland, Australia, June 15-16, 1981). For the proceedings, see EC 170 057.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Hearing Impairments, Infants, *Interaction, Mothers, *Nonverbal Communication, Parent Child Relationship, *Verbal Communication

The interaction of 12 hearing-impaired children (13-16 months old) and their caregivers was examined. Videotapes of mother-child interactions were recorded during play with a range of toys. Analysis focused on mothers' attention controls, action controls, prohibitives, imperatives, and interrogatives as well as nonverbal controls. Results revealed that mothers' verbal controls were more likely to be related to an initiative taken by the mother than to one taken by the child. This compared to previous data showing mothers of hearing children follow an initiative taken by their infants more than 60% of the time. There was no significant difference between the incidence of maternal initiation of attention versus child initiation for either age group (15 months or 25 months). Mothers of the older group, however, spent less time attempting to gain the attention of their children. Grammatical analysis revealed no significant difference between mothers' language addressed to younger or older children. Examination of nonverbal control techniques revealed that mothers were more directive than prohibitive for both age groups and that mothers of both age groups used more manipulative controls than gestures. (CL)

ED 247 708 EC 170 063

Affolter, Felice

Development of Perceptual Processes and Problem-Solving Activities in Normal, Hearing-Impaired, and Language-Disturbed Children: A Comparison Study Based on Piaget's Conceptual Framework.

Pub Date—June 84

Note—17p; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Cognitive Development, Elementary Education, *Hearing Impairments, *Language Handicaps, Learning Problems, Multiple Disabilities, *Perceptual Development, *Problem Solving, Young Children

A longitudinal study followed perceptual and problem solving skill development in children (2-11 years old) with severe problems of oral and written language acquisition: 15 hearing impaired (HI) Ss; 11 children with a hearing loss that alone did not account for their language problem, who presented in addition so-called "learning problems" (HIL group); and the children with normal hearing and no motor disability or retardation that would account for the language problems (L group). Data indicated that HI Ss developed like normal controls in nonverbal developmental performance which did not include the use of auditory communication. In tasks of successive pattern recognition and form recognition, normal Ss improved from 3-14 years for both tasks. HI Ss performed like the normal Ss except for poorer scores on the most complex successive patterns at older ages. Modality condition effects were observable in HIL and L Ss, confirming the original criteria for forming the three subgroups: forms were recognized better in the visual, but not the tactile condition of tactile-visual one at all age levels. Complex successive patterns were failed in all modality conditions. Seriation problems were presented under different modality conditions: visual, visual-tactile, and tactile. An increase in task success was found in normal and HI Ss, 3-12 years old, and

modality condition affected performance. Analysis of problem solving activities revealed an increase with age in normal and HI children, except for HI Ss at young age who showed lower performance in evaluative activities. (Author/CL)

ED 247 709

EC 170 064

Gibson, Joan M.

Field Dependence of Deaf Students: Implications for Education.

Pub Date—June 84

Note—22p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Age Differences, *Cognitive Processes, *Deafness, *Developmental Stages, Elementary Secondary Education, *Field Dependence Independence, Sex Differences

This study investigated the developmental patterns for 82 deaf individuals (9-19 years old) in field dependence, as measured by the Embedded Figures Test. A significant sex difference was found for these deaf subjects only at the age of 15, favoring males. The deaf subjects differed significantly from the hearing norm group only at ages 15 and 17. There was no significant relationship between field dependence and either age-at-onset of hearing loss or degree of loss, given the limited range of variables tested. A significant relationship existed for both females and males between reading and language, and field dependence. When age and IQ were added in a stepwise regression analysis, only reading remained significant for females. (Author/CL)

ED 247 710

EC 170 065

Dovey, Beth L. Sasso, Carol

Relations of Cognitive Style to Assessment Components of Reading Comprehension for Deaf Adolescents.

Pub Date—June 84

Note—20p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Adolescents, *Cognitive Style, *Deafness, *Field Dependence Independence, *Reading Comprehension, *Student Evaluation

The study examined the relations of cognitive style (field independence) to reading comprehension test performance for 48 prelingually, profoundly deaf adolescents. Ss read passages and answered comprehension questions consisting of two information types (text-explicit, text-implicit), Lookback Conditions (lookback, no-lookback), and Question Formats (multiple-choice, free-response). Analyses conducted for composite test scores and separate test components revealed significant interactions between cognitive style and several reading comprehension test facets, most notable those involving memory and restructuring of information (e.g., items which incorporated no-lookback). Implications are drawn for researchers and practitioners concerned with optimal assessments of cognitive and linguistic skills for deaf students. (Author/CL)

ED 247 711

EC 170 066

Radda, Michael And Others

Cognitive Processing and Language in Deaf Students: A Decade of Research.

Pub Date—June 84

Note—26p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—*Cerebral Dominance, Cognitive Development, *Cognitive Processes, *Deafness, Elementary Secondary Education, *Language Acquisition, Neurological Organization

The paper reviews research from 1970 to the present in the study of cognitive processing and language in deaf students and adults. Studies address the following topics: differential specialization (direct observation of clinical populations and indirect methods examining handedness, dichotic listening, and visual hemifield differences); cerebral specialization in hearing impaired populations (research

with neurologically abnormal and normal hearing-impaired Ss); and experimental studies (studies of information transmission and laterality). The conflicting and contradictory nature of some findings is noted, and unanswered questions are summarized. It is concluded that data support the hypothesis that auditory experience is a determinant of language lateralization. (CL)

ED 247 712

EC 170 067

Biser, Eileen

Application of Ausubel's Theory of Meaningful Verbal Learning to Curriculum, Teaching and Learning of Deaf Students.

Pub Date—June 84

Note—27p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—*Advance Organizers, *Cognitive Processes, Curriculum Development, *Deafness, Elementary Secondary Education, Postsecondary Education, Recall (Psychology), Teaching Methods, Theories, *Verbal Learning, *Writing (Composition)

Identifiers—*Ausubel (David P) Implications of D. Ausubel's Theory of Meaningful Verbal Learning and its derivative, the Advance Organizer Model of Teaching, for deaf students are examined. Ausubel believes that complex intellectual processes (thinking, language, problem-solving, concept formation) are the major aspects of learning, and that primary emphasis should be placed on organization of experiences. These cognitive structures are hierarchically organized in terms of highly inclusive conceptual clusters, under which are subsumed less inclusive sub-concepts. Implications center on issues of philosophy, curriculum (including that the most general ideas should be presented first, followed by progressively differentiated material), and classroom teaching (including that advance organizers, such as illustrations, analogies, and concepts and terms already familiar to the learner should be used to strengthen cognitive structure and enhance retention of new information). An example of one such advance organizer used for an English composition class is given. (CL)

ED 247 713

EC 170 068

Hamilton, Harley

Linguistic Encoding in Short-term Memory: An Overview.

Pub Date—June 84

Note—22p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Comprehension, *Encoding (Psychology), *Hearing Impairments, Linguistics, *Models, *Short Term Memory

In this paper two models of memory are described and implications for hearing impaired students noted. Research on linguistic encoding in short-term memory is also reviewed. The majority of studies suggest that for hearing/speaking Ss, encoding bases are primarily phonological or sound-based, regardless of presentation mode. For deaf/signing Ss, encoding bases appear to be primarily chereological or sign-based, apparently regardless of presentation mode. However, evidence that hearing signers code signs chereologically brings into question the earlier generalizations regarding encoding bases in short-term memory. The need for research on linguistic encoding bases particularly as a function of signed or spoken input to deaf and hearing Ss is noted. (Author/CL)

ED 247 714

EC 170 069

Moravcsik, Janis Bruning, Roger

A Contextualist Perspective of Language Processing by Prelingually Deaf Students.

Pub Date—June 84

Note—20p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—Bilingual Education, Congenital Im-

pairments, *Deafness, Encoding (Psychology), *English Instruction, High Schools, *Language Acquisition, *Language Skills, Recall (Psychology), *Sign Language, Syntax

The problem of English language-processing by 30 prelingually deaf high school students is examined from a contextualist perspective. The influence of language mode (print or sign) and syntax—English or American Sign Language (ASL) on recall, preference, and comprehension was approached through the processing of meaningful and coherent passages of similar content, length, and syntactic complexity. It was hypothesized that the four language contexts (signed ASL, signed English, print ASL, print English) would produce differential effects on the encoding and retrieval of the propositions embedded within the passages. Results showed greater propositional recall from ASL than from English for all language contexts. The study demonstrates both that the syntax component of language context plays a major role in facilitating access to meaning, and that implications exist for a bilingual approach to language acquisition with ASL as the primary vehicle for the development of English proficiency. (Author/CL)

ED 247 715

EC 170 070

Luetke-Stahlman, Barbara

Determining First Language Composition Using Cognitively Demanding/Context-Reduced Tasks.

Pub Date—June 84

Note—23p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—*Bilingual Students, Elementary Secondary Education, *Hearing Impairments, *Second Language Learning, *Student Evaluation, Teaching Methods

A model of assessing language proficiency in hearing bilingual students is adapted and discussed in terms of hearing impairment needs. Empirical data are presented to verify that the language or system acting as a "first language" for hearing-impaired students in cognitive/academic situations can be determined. Educational implications are discussed, including that hearing impaired students should be given the opportunity to demonstrate which of the potential languages are beneficial to them in learning academically-related skills. Four variables should be evaluated: (1) language and/or system of the caretaker; (2) onset date of exposure to sign language and/or systems; (3) degree of usable aided hearing ability; and (4) language and/or system demonstrated most effective for learning cognitively demanding/context-reduced tasks. (Author/CL)

ED 247 716

EC 170 071

Braden, Jeffery P.

LPAD Applications to Deaf Populations.

Pub Date—June 84

Note—20p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. Descriptors—*Cognitive Development, *Deafness, Elementary Secondary Education, *Student Evaluation, *Testing, Testing Problems, Test Use Identifiers—*Feuerstein (Reuben), *Learning Potential Assessment Device

The theory and purpose underlying R. Feuerstein's Learning Potential Assessment Device (LPAD) is reviewed, and implications for deaf education considered. It is argued that LPAD use will enhance: (1) assessment of deaf children from non-standard American backgrounds; (2) incorporation of assessment results into educational programming; and (3) the establishment of a growth potential, non-categorical approach to low-functioning children. However, it is also argued that the LPAD is difficult to administer due to communication requirements, assumes remedial programming currently beyond the vast majority of deaf educational programs, and fails to account for racial group differences found on standard psychometric measures. (Author/CL)

ED 247 717 EC 170 072

Liben, Lynn S.

The Development and Use of Memory Strategies

by Deaf Children and Adults.

Pub Date—Jun 84

Note—20p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Classification, Cognitive Processes, *Deafness, Elementary Secondary Education, *Learning Strategies, *Memory, *Metacognition, Recall (Psychology)

The availability and application of particular memory strategies by deaf children and adults was examined. In the first study, 20 younger (mean age, 6 years, 3 months) and 20 older (8 years, 8 months) children's use of rehearsal strategies was examined with a serial probe task. All four types of stimuli (animals, nonsense shapes, hands, print) elicited strong primacy effects in the serial learning curve, and overt labeling and gesturing during stimulus presentation. Findings suggest that the children tested were using appropriate rehearsal strategies. A subsequent free recall study with 60 third-, fifth-, and seventh-grade deaf children was designed to determine if children would spontaneously group items by semantic category during study and/or recall phases of the task. Results showed that deaf children used semantic clustering and were able to enhance recall from instruction in categorization. A third study concerned deaf adults' use of categorization. Two bases for categorization were available: categories based on semantic meaning (e.g., foods, occupations) and categories based on formal similarity of signs (e.g., with signs for "Train," "Egg," "Chair," "Name," forming one group). While Ss were able to group items according to formal similarity when asked to do so, their spontaneous preference was to cluster by semantic meaning. This finding is parallel to studies with hearing people who virtually always favor semantic meaning to surface item features (e.g., rhyming words) as the basis for organization. Findings suggest that, while it may not be necessary to provide instruction in memory strategies per se, it may be useful to provide instruction that increases the extent to which deaf individuals (1) have conscious knowledge of the availability of strategies, (2) recognize under what circumstances the available strategies may be applied, and (3) organize material to allow the optimal application of these strategies. (Author/CL)

ED 247 718 EC 170 073

Knobloch-Gala, Anna Kaiser-Grudecka, Irmina

Developing Symbolic Thinking in Hearing-Impaired Children.

Pub Date—Jun 84

Note—27p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classification, *Deafness, Elementary Education, *Pictorial Stimuli, *Symbolic Learning, *Verbal Learning

Thirty hearing impaired students (11-14 years old) participated in a study to measure classification principles using demonstration or display of labels containing relevant words or iconic signs. Three methods of teaching classificatory principles were employed: demonstration, verbal labels, or iconic labels. Analysis of mistakes made by Ss revealed that in each case the use of iconic signs guaranteed better results. Iconic signs allowed for a more precise definition and a better separation of a part from a larger whole than did verbal signs. (Author/CL)

ED 247 719 EC 170 074

Kuehn, Carol A.

Linguistic Processing, Encoding Capacities, and Reading Achievement in Deaf Children and Adolescents.

Pub Date—Jun 84

Note—33p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Re-

ports—Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Deafness, Elementary Secondary Education, *Encoding (Psychology), *Linguistics, Memory, *Reading Achievement, *Reading Instruction, Recall (Psychology), *Short Term Memory

The purpose of the present paper is to provide order to the existing data to allow for theoretical explanations concerning the specific factors involved in linguistic processing, memory development, and reading achievement in deaf children and adolescents. Language processing skills and short-term memory encoding are reviewed as essential components in good reading comprehension. Research concerning the short-term encoding capacities of the deaf is presented, followed by the relationship between short-term memory and reading ability in deaf children. The essential factors necessary for effective encoding are then examined and the hypothetical implications regarding hemispheric lateralization raised. The remainder of the paper focuses on implications for education and research, including the use of a theoretical model for reading instruction that includes instruction in encoding, memorization and recall, and problem-solving and logical thought. (Author/CL)

ED 247 720 EC 170 075

Prinz, Philip M. Nelson, Keith E.

A Child-Computer-Teacher Interactive Method for Teaching Reading to Young Deaf Children.

Pub Date—Jun 84

Note—29p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Hearing Impairments, *Microcomputers, Pre-school Education, *Reading Instruction, Young Children

Twelve hearing impaired children (aged 2-5 years) were trained to use a novel interactive microcomputer system with a special interface word keyboard which builds in perceptual salience, individualized vocabulary, animation, and color graphics in a two-person-plus computer communication system. Ss were taught to press keys with words and short statements drawn from the child's own central interests and favorite expressions. This action was possible because: (1) the keys are readily changeable; (2) new words and graphic representations of pictures can be quickly and efficiently entered in the computer; and (3) permanent disk storage allows instantaneous access to many printed words and accompanying color graphics. In using this system the Ss learned not only to read but, also, a special form of "writing"—creating his/her own printed messages on a TV. Results have demonstrated significant gains in word recognition and reading comprehension. (Author/CL)

ED 247 721 EC 170 076

Athey, Irene

Theories and Models of Human Development: Their Implications for the Education of Deaf Adolescents.

Pub Date—Jun 84

Note—18p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Child Development, *Cognitive Development, *Deafness, *Ecocentrism, Mentors, Social Cognition, *Social Development, Symbolic Learning, Theories Identifiers—*Piaget (Jean)

The review surveys theories and models of human development and extrapolates from these to form a composite sketch of the "typical" deaf adolescent. Theories of J. Piaget are examined and the major stages of cognitive development he proposed are summarized. Implications of concepts of disequilibrium and restructuring of cognitive schemas for deaf adolescents are considered. The nature of egocentrism in deaf adolescents and the social context in which they function are analyzed. The importance of helping deaf adolescents find a balance between challenge and comfort is noted, and the use of mentors or role models is suggested as an approach.

(CL)

ED 247 722 EC 170 077

Mann, Lynn F.

Play Behaviors of Deaf and Hearing Children.

Pub Date—Jun 84

Note—29p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, Cognitive Development, *Deafness, *Evaluation Methods, Observation, *Play, Young Children

The first purpose of the study was to develop a methodology for observing young children at play in their classroom situations without access to sound. The second purpose was to use data collected under equivalent conditions and methodologies to compare the play behaviors of young deaf children to the play behaviors of their hearing counterparts. Five profoundly deaf orally trained children, 3 to 5-1/2 years old, and five hearing children participated. The procedure involved collecting taped descriptions of observed play behaviors exhibited by the Ss during their free play. The taped descriptions were then coded at 1 minute intervals with respect to frequencies in each category of social play, socio-dramatic play and organization of play behaviors. The analysis involved examination of the frequency data in terms of differences in play styles and play development across ages 3, 4, and 5 years and between the two groups of subjects—deaf and hearing. A chi-square analysis was done for each category of play between the deaf and hearing groups. The results indicate that the methodology developed in this study was both consistent and objective. The results of the comparison of play behaviors between the deaf and hearing subjects suggests that the difference is quantitative rather than qualitative. The difference between the two groups was neither within the sequence nor rate of play development, but rather within the number of behaviors observed in each category of play. Among implications noted were the restrictions of profound deafness on verbal language, environment, experience, and education. The study also suggests that play is reflective of and is an index to cognitive development. (Author/CL)

ED 247 723 EC 170 078

Fien, Diana

The Development of Language Functions in Deaf Infants of Hearing Parents.

Pub Date—Jun 84

Note—30p.; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Skills, *Deafness, Infants, *Interaction, *Language Acquisition, *Parent Child Relationship, *Pretend Play

Five deaf infants with hearing parents enrolled in a parent-infant intervention program using total communication were videotaped during free play sessions with their parents. Videotapes of each child at program entry and program exit were analyzed. The functions of children's gestures, pointing responses, communicative vocalizations, and signs were coded using adaptations of M. Halliday's categories of language. The data supported Halliday's order of functional development. For all five children, the Instrumental, Regulatory, Interactional and Personal functions developed prior to the Heuristic, Imaginative, and Informative functions as predicted by Halliday's model. The present data, however, differed from Halliday's theory in that the development of the latter three functions was not necessarily concurrent with the development of syntax (i.e., combination of signs and/or gestures to form multi-sign language for the Imaginative, Heuristic and Informative functions). Imaginary pretend play episodes appeared to facilitate the use of both the Imaginative and Informative functions. This unexpected finding that the Information function appeared frequently in imaginary pretend play episodes was interpreted in terms of shared role-taking skills involved in imaginary pretend play and the Informative function and in terms of imaginary pretend play as one motivator for the use of language to convey new information unknown to the audi-

ence. (Author/CL)

ED 247 724

EC 170 079

Rembert, Ron B.

Philosophical Inquiry among Hearing-Impaired Students: Promoting the Development of Thinking Skills through the Use of Philosophy for Children Programs.

Pub Date—Jun 84

Note—24p; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, *Cognitive Processes, Concept Formation, *Deafness, Decision Making, Generalization, Intermediate Grades, Learning Activities, Logical Thinking, *Metacognition, *Philosophy, Program Development

Identifiers—*Philosophy for Children Program

The Philosophy for Children Program was introduced to a class of deaf fifth graders as an instructional approach for reasoning skills. The program is intended to develop analytic skills required for intellectual functioning (including concept development, generalization, inference making, question formulation, and analogies). The program's major aim is to foster students' thinking about thinking. Affective issues—such as student frustration and insecurity—and teaching strategies are described. Examples are provided to illustrate the range of exercises used in the program. Evaluation of the program's first year resulted in greater emphasis on examining students' experiences inside and outside the classroom. (CL)

ED 247 725

EC 170 080

Jonas, Bruce Martin, David S.

Cognitive Improvement of Hearing-Impaired High School Students through Instruction in Instrumental Enrichment.

Pub Date—Jun 84

Note—24p; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, Adolescents, *Cognitive Development, *Deafness, Logical Thinking, Problem Solving, Program Effectiveness, Secondary Education

Identifiers—*Instrumental Enrichment

Based on a set of theoretical assumptions relating to the cognitive modifiability of low functioning adolescents, a program of Instrumental Enrichment was developed and implemented with 41 hearing impaired secondary students. The primary goals of Instrumental Enrichment included: (1) improving performance in spatial relations, (2) improving performance in abstract analogies, (3) improving the ability to use more than one rule to solve a problem, (4) fostering more systematic approaches to problem solving, (5) fostering more accurate reading and following directions, and (6) increasing use of appropriate language for planning and sequencing events. The long term or secondary goals included improvement in reading and math skills. Eight instruments administered pre and post were: Raven's Progressive Matrices, Kit-Factor Referenced Cognitive Test (KFRCT—Diagramming Relationships), KFRCT—Letter Sets, Written Problem Solutions, Teacher Observation Checklist, Stanford Achievement Test—Hearing-Impaired Version (SAT-HI), Reading Comprehension, SAT-HI Math Concepts and SAT-HI Math Computation. For the Instrumental Enrichment group after 1 year there were several important and consistent trends. The performance of the Instrumental Enrichment group on the Raven's Progressive Matrices was nearly three times higher than that of a suitably matched group of control students representing a statistically significant difference. The other two psychometric tests, Diagramming Relationships and Letter Sets, showed no significant findings but the trends for the Instrumental Enrichment group were in the direction hypothesized. For the Problem-Solving Solutions as a whole, there was clear evidence that the Instrumental Enrichment group performed better than the control group. For the Teacher Observation Checklist, the Instrumental Enrichment group showed significant gains in work habits and class-

room behavior. (Author/CL)

ED 247 726

EC 170 081

Martin, David S.

Enhancing Cognitive Performance in the Hearing-Impaired College Student: A Pilot Study.

Pub Date—Jun 84

Note—19p; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Processes, Cognitive Style, College Students, *Hearing Impairments, *Preservice Teacher Education

Identifiers—*Instrumental Enrichment

A pilot project designed to improve the cognitive education program for 24 hearing impaired undergraduate preprofessionals incorporated aspects of instrumental enrichment (IE), an approach to enhance cognitive skills at the representational level. Six participants in paper-and-pencil cognitive activities aimed at improving five skills: projection of virtual relationships, orientation in space, comparison, analytic perception, and following precise instructions. Activities were followed by discussions of how to apply the skills to instruction with children. Results, based on the Wilcoxon matched-pairs, signed-ranks test for differences between pre- and post-testing, indicated no significant pre-post differences between experimental and control groups on a Self-Rating Scale, on the Uncritical Inference Test (Haney, 1976), on a Picture Completion Test (adapted from the Gestalt Completion Test of the Kit of Factor-Referenced Tests, 1976), on a specially designed Comparison Test, or on a 15-item Learning Style Indicator. However, trends among the experimental group showed movement toward improved ability to carry out comparisons, toward seeing oneself as more systematic in approaching work-study situations, and toward reflectivity and a preference for a visual modality. Among conclusions are that college-age hearing impaired students are capable of improving cognitive function and that the integration of supplemental cognitive interaction activities of a content-free nature is feasible at the college level. (CL)

ED 247 727

EC 170 082

Miller, Margery Silberman

Experimental Use of Signed Presentations of the Verbal Scale of the WISC-R with Profoundly Deaf Children: A Preliminary Report of the Sign Selection Process and Experimental Test Procedures.

Pub Date—Jun 84

Note—21p; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, Elementary Secondary Education, *Intelligence Tests, *Sign Language, *Testing Problems, Test Interpretation, *Verbal Learning

Identifiers—*Wechsler Intelligence Scale for Children (Revised)

The paper provides a theoretical framework for the inclusion of a verbal intelligence test as part of the psychodiagnostic assessment battery used with deaf children. Descriptions are provided for three selected sign language varieties being used in a study designed to examine performance of 30 deaf children (9-16 years old) on signed administrations of the verbal subtests of the Wechsler Intelligence Scale for Children-Revised (WISC-R). The three sign language varieties are illustrated by comparing selected verbal subtest items presented in signed English (SE), Pidgin Sign English-English (PSE-E), and Pidgin Sign English-American Sign Language (PSE-A). Preliminary results are reported, and the importance of cautious interpretation of verbal IQ scores for deaf children is stressed. It is suggested that the verbal scale of the WISC-R not be administered to deaf children under 9 years old. (Author/CL)

ED 247 728

EC 170 083

Krahe, Jane M.

Paganus Project for the Hearing-Impaired.

Pub Date—Jun 84

Note—7p; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed.

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Enrichment, Gifted, *Hearing Impairments, Mainstreaming, Peer Acceptance, Program Descriptions, *Summer Programs

The Paganus Project offered nine gifted hearing impaired students (11-15 years old) a summer enrichment experience with hearing peers. Courses included computer programming, literature, fine arts, physical and biological sciences, math enrichment, and sign language. All hearing impaired students also attended a special class on issues for the hearing impaired; this course explored deaf history, considered traits of productive deaf adults, and considered other relevant issues in the field of hearing impairment. Opportunities were provided for integration between hearing impaired and hearing students. The program was viewed by staff, students, and parents as highly successful, with a good level of interaction and acceptance among students. Hearing impaired students were found to need additional work in written language. (CL)

ED 247 729

EC 170 084

Rohr-Redding, Cindy Innes, Jay

Can Thinking Skills Be Incorporated into a Curriculum? A Demonstration.

Pub Date—Jun 84

Note—10p; Contained in: International Symposium on Cognition, Education, and Deafness (Washington, DC, June 5-8, 1984). Working Papers. Volumes I and II. David S. Martin, Ed. Pub Type—Speeches/Meeting Papers (150)—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Curriculum Development, Generalization, *Hearing Impairments, *Intervention, Metacognition, Problem Solving, *Program Effectiveness, *Reading Comprehension, Secondary Education

Identifiers—*Instrumental Enrichment

The paper describes a pilot project in which 17 hearing impaired adolescents are participating in a program to improve thinking skills via the Instrumental Enrichment (IE) approach. IE focuses on concepts by suggesting alternative strategies by which the learner can arrive at the objective, thus allowing for opportunities to reflect on one's own thinking processes. Three separate data collections measured learning of the training task and generalization to a specific curricular situation as well as to other situations. Analysis of Raven's Standard Progressive Matrices, Reading Comprehension Subtest of the Stanford Achievement Test—Hearing Impaired Version, and problem-solving interviews supported the use of IE as a way to promote logical and abstract thinking, to help develop prerequisite skills for reading comprehension, and to carry over problem solving skills to life experiences. Program evaluation findings have revealed high student motivation in problem solving tasks, increases in peer cooperation, and greater interests in process over product. (CL)

ED 247 730

EC 170 086

Chronicle of Academic and Artistic Precocity, 1983.

Arizona State Univ., Tempe, Dept. of Special Education.

Pub Date—83

Note—44p.

Available from—Chronicle of Academic and Artistic Precocity, c/o Project for the Study of Academic Precocity (PSAP), Department of Special Education, Arizona State University, Tempe, AZ 85287 (\$7.50 annually).

Journal Cit—Chronicle of Academic Precocity; v2 n1-6 Jan-Dec 1983

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acceleration (Education), Colleges, Counseling Techniques, Early Admission, Elementary Secondary Education, Females, *Gifted, Mathematics Instruction, Preschool Education, *Talent, *Talent Identification, Teaching Methods

This document combines all 1983 issues of a newsletter that focuses on issues of giftedness and talent. Among the major articles are discussions of the talent search conducted at five universities across the country; personal counseling approaches;

the transition from high school to college; comparisons among Japanese, Soviet, and U.S. schools; advanced placement program credits; counseling needs of gifted females; study suggestions; challenges of serving mathematically able girls; computer contributions to gifted education; gifted preschoolers; the international baccalaureate program; science and the young gifted child; advantages of acceleration; a college for high school age students; use of standardized tests in identifying gifted children; and suggestions for artistically precocious students. Brief biographical sketches of Robert Heinlein, Jon von Neumann, Flannery O'Connor, Thomas Paine, and Marie Curie are included. (CL)

ED 247 731 EC 170 087

Mental Retardation and Developmental Disabilities: 1981 Research Programs of the National Institute of Child Health and Human Development.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No.—NIH-82-2348
Pub Date—Mar 82

Note—55p.; Prepared by the Mental Retardation and Developmental Disabilities Branch for presentation to the National Advisory Child Health and Human Development Council (May, 1981).
Pub Type—Information Analyses (070) — Reports — Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Biological Influences, *Biomedicine, Developmental Disabilities, Environmental Influences, Family Relationship, *Federal Programs, Genetics, Interaction, Language Acquisition, *Medical Research, Memory, *Mental Retardation, Perceptual Development, Rehabilitation, Research Needs, *Social Science Research

The monograph reviews federal research activities and progress in biomedical and behavioral/social science research in mental retardation. Activities represent the National Institute of Child Health and Human Development and the Mental Retardation and Developmental Disabilities branch. The following categories are addressed in terms of biomedical research: genetics and genetic disorders (cytogenetics, inborn errors of metabolism); infection; toxicology and environmental factors (fetal alcohol syndrome, low level lead exposure); and congenital hypothyroidism. Areas of behavioral and social science research addressed are individual processes (cognition and learning, memory, perception, language, personality); family processes (parent-child interaction, parental attitudes, adaptive behavior); and residential and educational settings (social interaction, educational settings, research in institutions, group homes). Concluding sections consider research training and future research emphases in genetics/Down Syndrome, developmental neurobiology, high-risk infancy, and amelioration/rehabilitation. (CL)

ED 247 732 EC 170 088

Mental Retardation FY 1983. Special Report to Congress.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date—[83]

Note—11p.; Document has broken print and will not reproduce well.

Pub Type—Information Analyses (070) — Reports — Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biomedicine, Downs Syndrome, *Federal Programs, Genetics, High Risk Persons, *Medical Research, *Mental Retardation, Premature Infants, Special Health Problems

The paper reviews mental retardation research activities of the National Institute of Child Health and Human Development (NICHD) and the National Institute of Neurological and Communicative Disorders and Stroke (NINCDS). Research activities are cited to illustrate the scope of NICHD's efforts in a variety of biomedical areas. Activities are described for the following topics: malnutrition and development (effects of protein malnutrition on brain development in rats); Down Syndrome (use of mouse models to study genetic disorders); prematurity (identification of factors resulting in infant mortality, prematurity, and delayed or retarded growth and behavior development); fragile X syndrome (prenatal demonstration in cultured amniotic fluid cells); congenital hypothyroidism (effects of early treatment); phenylketonuria-PKU (assessment of the neuropsychological development of children

with PKU); monitors to measure blood sugar; and psychophysiological processes (computer linked measurements of infant reactions). Activities sponsored by NINCDS center on metabolic disorders such as lipid storage diseases. (CL)

ED 247 733 EC 170 090

Special Education for Leisure Fulfillment: Inservice Training Manual.

Institute for Career and Leisure Development, Washington, DC.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—[80]

Grant—G007801427

Note—291p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, Individualized Education Programs, *Inservice Education, *Leisure Education, *Leisure Time, *Recreation, Recreational Activities, Student Evaluation

The manual describes Project SELF (Special Education for Leisure Fulfillment), a leisure education inservice training model for administrators, teachers, parents, and those in the recreation professions. Following an introduction setting forth definitions of terms, the manual presents seven training modules on the following topics: national legislation and support for leisure education, an overview of leisure education, leisure education and the school curriculum, assessment and evaluation, leisure education and the individualized education program, the role of the facilitators, and a plan of action for facilitating leisure education. Each module includes a statement of purpose; a list of goals and objectives; and information on related concepts, strategies, and resource materials for each objective. (CL)

ED 247 734 EC 170 091

Identification of Computer Software for the Disadvantaged and Compatible Hardware. Final Report.

Indiana Univ. of Pennsylvania, Indiana.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Sep 83

Note—39p.; Product of the Vocational Program Support Services Section.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, *Computer Software, *Disabilities, *Disadvantaged, Economically Disadvantaged, Elementary Secondary Education, Mental Retardation, Partial Hearing, Physical Disabilities, Speech Handicaps, Visual Impairments

The purpose of the project being reported on here was to develop a "Directory of Microcomputer Software for Special Needs Students." The bulk of this final report consists of a copy of the actual directory. Based on information gathered from commercial software manufacturers and distributors, the directory lists microcomputer software for disadvantaged and handicapped students. Disadvantaged students include economically and academically disadvantaged, while specific disability categories include mentally retarded, hard of hearing, speech impaired, visually impaired, and physically handicapped students. Entries are organized according to two general categories: computer managed instruction and computer assisted instruction. Individual listings include information on content area, program name, target grade level, microcomputer hardware information, program summary, and distributor information. (CL)

ED 247 735 EC 170 092

Identifying Gifted Students: Guidelines for School Districts.

New York State Education Dept., Albany. Div. of Education for the Gifted and Talented.

Report No.—NYSED-83-7069

Pub Date—Sep 83

Note—26p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, Elementary Secondary Education, *Gifted, *Program Development, Referral, Screening Tests, Student Evaluation, *Tal-

ent Identification

Identifiers—New York

These guidelines are intended to help New York State school districts: (1) develop procedures for identifying gifted students and (2) use the information obtained through identification procedures as a basis for deciding how educational programs and services can be modified to serve the students. Initial sections of the manual define giftedness and consider a philosophy of gifted education. Organizational aspects addressed include establishment of an identification team, identification of sources of data, and orientation of the staff. The identification process itself is described in terms of screening, referral, and in-depth assessment. A note on the realities of providing gifted education briefly explores the negative impact of limited resources on the identification process. (CL)

ED 247 736

EC 170 093

Helmich, Edith

Summer School for the Handicapped: A Review of the Literature. Supplementary Report to "Special Education Mandates: A Preliminary Report."

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Dec 82

Note—23p.; For preliminary report, see ED 215 482; for related documents, see EC 170 094-095.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Eligibility, Literature Reviews, *Program Effectiveness, Research Needs, *Summer Programs

Identifiers—*Illinois

This report analyzes the literature on the issues involved in providing summer school services to handicapped students (3-21 years old) in Illinois. Introductory sections examine the state legislative history regarding summer school and judicial decisions from across the country on the topic. A review of the literature is presented followed by analysis of the benefits resulting from summer school programs. Positive outcomes in academic, personal, and social achievement areas are reported despite a lack of rigorous empirical evidence to support such claims. Practical issues of eligibility determination and insufficient funding sources are noted. It is recommended that eligibility guidelines be incorporated in the mandate to provide summer school for handicapped children. (CL)

ED 247 737

EC 170 094

Gray, Rosemarie Ferratier, Louis

Expanding Services to Birth: Supplementary Report to "Special Education Mandates: A Preliminary Report."

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Dec 82

Note—33p.; For preliminary report, see ED 215 482; for related documents, see EC 170 093-095.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, *Cost Effectiveness, *Disabilities, *Infants, *Intervention, Literature Reviews, Program Development, *Program Effectiveness, Young Children

Identifiers—*Illinois

This report re-evaluates evidence on the issue of age ranges served of handicapped children in Illinois schools, analyzes additional research on the issue, and estimates the cost that would be incurred if the current 3-21 year range were to be lowered to birth. A literature review addresses two broad areas: the identification and effectiveness of services provided to children from birth to 3 years of age (including studies of prevention and early intervention) and special education costs and cost effectiveness (including a comparison among the states). A cost estimation model is presented and used to derive an estimate of costs for expanding the special education age range below 3 years. It is concluded that, pending the results of further studies, the current mandatory age range of 3-21 should remain. (CL)

ED 247 738

EC 170 095

Analysis of Public Comment: Preliminary Report of Special Education Mandates.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—18 Nov 82

Note—60p.; For preliminary report, see ED 215 482; for related documents, see EC 170 093-094.
 Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Accountability, *Disabilities, Elementary Secondary Education, *Equal Education, *Hearings, *State School District Relationship
 Identifiers—*Illinois

The report, presented to the Planning and Policy Committee of the Illinois State Board of Education, summarizes public comment (public hearings, letters, briefings, and research reports) concerning a preliminary report of instructional mandates for handicapped children in Illinois. Eight major issues are considered in terms of preliminary report findings and recommendations, and public comment. A brief summary statement is given. The following issues are addressed: existence of a mandate for special education; population to be served (age and category eligibility, and suspension and expulsion); types of services provided (continuum of program options, least restrictive environment, related services, and summer school); responsibility for special education services (free education, joint agreements, and advisory boards and councils); the state's role in regulating services (class size, personnel, "child find," nondiscriminatory assessment, placement, and due process); need for further research; approaches to eliminating paperwork without losing accountability; and state actions to be taken to make needed change in mandates. (CL)

ED 247 739 EC 170 096
 Special Education.
 California School Boards Association, Sacramento.
 Pub Date—82
 Note—37p.; Prepared by the Special Education Task Force.

Pub Type—Guides - Non-Classroom (055)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Disabilities, *Educational Policy, Elementary Secondary Education, *Governance, *Special Education, State Boards of Education, State Standards
 Identifiers—California

This report is intended to provide useful information to members of California's State Board of Education, who have varying levels of knowledge about special education. The first chapter reviews the evaluation of special education laws and describes court cases affecting special education. Chapter 2 examines two basic issues: the proper role of public schools in the treatment of handicapped children and who should be served in special education. Governance structure is the focus of chapter 3, which considers the role of board members in special education matters. A case study of governance conflict and its resolution in a rural region of 22 districts is the topic of chapter 4. Among appended material are a summary of service delivery systems and a list of sample policies on organizational and placement issues. (CL)

ED 247 740 EC 170 098
 Willings, David
 Enriched Career Search [and] Description of Models.

Pub Date—Apr 84
 Note—42p.; Paper presented at the Annual Convention of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).
 Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Career Choice, *Career Counseling, *Career Exploration, Enrichment, *Gifted, Models, Secondary Education

Identifiers—*Enriched Career Search
 Some problems encountered by gifted students in career counseling are discussed and a program, Enriched Career Search, is suggested for alleviating these problems. Noted among career search problems related to the gifted are career tests that are not geared to the multi-talented student's unconventional career aspirations and rejection of careers because of job image. The seven modules of Enriched Career Search are described: career choice, self-evaluation, job study, simulation of the adult world, group roles, work and leisure in relation to self-fulfillment, and personal strategies for creative as well as career growth. (SW)

ED 247 741 EC 170 099
 Greenburg, David
 A Survey of Definition and Identification of Ser-

iously Emotionally Disturbed Youngsters: Local Special Education Administrator Perspectives and Processes. A Report of Survey Information.
 Council of Administrators of Special Education, Inc.

Pub Date—Sep 83
 Note—35p.
 Pub Type—Reports - Research (143)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Behavior Disorders, *Definitions, *Emotional Disturbances, *Handicap Identification, *School Districts, Student Evaluation, Surveys
 This report discusses definitional issues of behavior disorders and serious emotional disturbances and describes findings of a mail survey completed by administrators in 23 local and intermediate special education planning units and agencies in 11 states. Survey responses are summarized in tables. These present data on occurrence and agreement for state definitions of behavior disorder; and personnel involved, evaluation instruments used, and data used in identification of seriously emotionally disturbed and socially maladjusted children. Frequent reference is made to multidisciplinary evaluation teams. Data most often include social and developmental histories, observation, interviews, medical and educational records, and student intellectual and psychological evaluation results. Respondents expressed the need for more rigorous operational definitions. It was concluded that despite a variety of personnel involved, there was a consistency in the overall identification process used. The greatest inconsistency among respondents centered in the need to differentiate between seriously emotionally disturbed and socially maladjusted students in identification and service delivery. (CL)

ED 247 742 EC 170 100
 Levinson, Sandra Bruscia, Kenneth E.
 A Curriculum for Teaching Optacon Music-Reading.

Pub Date—83
 Note—179p.; Publication of this curriculum was made possible in part by a grant from the Louis N. Cassett Foundation.
 Available from—Tembrock Press, 23 Copper Beech Dr., Lafayette Hill, PA 19444 (\$30.00).

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
 Descriptors—*Blindness, *Curriculum, Music Activities, Music Education, *Music Reading, Music Techniques

This curriculum is designed to help blind individuals read music via the Optacon, an electronic device that converts printed figures into vibrating tactile sensations. The curriculum is intended to teach the learner to track and scan musical scores with the Optacon, tactually recognize and discriminate various notational signs found in printed music, and translate these signs into their musical referents. Lessons are designed sequentially and include information on goals; objectives; introductory exercises (designed to extend skills); and finding, identification, and memorization exercises. Lessons address five major units: rhythmic notation off the staff (bar lines, whole and half notes); melodic notation on one staff (flats, sharps, rests); expressive and diacritical marks (note attacks, dynamic marks); chords and counterpoint on one staff (parallel chords); and piano music (two staves). (CL)

FL

ED 247 743 FL 014 378
 Ashworth, Mary
 Predicting the Future of ESL.
 Teachers of English as an Additional Language, Vancouver (British Columbia).

Pub Date—84
 Note—11p.; In its: TEAL Occasional Papers; Volume 8, p21-30, 1984.

Pub Type—Reports - Evaluative (142)
 EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Economic Factors, Educational History, *Educational Policy, *English (Second Language), *Futures (of Society), International Relations, Mass Media, *Political Influences, *Public Policy, *Second Language Instruction, Social Influences, Teacher Role

Identifiers—*Canada

Influences in the classroom of English as a second language (ESL) are briefly reviewed as a preface to a discussion of the past, present, and future of ESL instruction in Canada. Ten influences on ESL's past are examined in terms of their effects on ESL teachers: international, national, social, political, economic, commercial, media, institutional, pedagogical, and professional forces. Knowledge about the present state of ESL is then categorized into (1) content and (2) trends and fads, and outlined as areas of interest to ESL teachers. In a discussion of the future of the profession, 12 questions are posed for teachers to use in forming their own predictions. They address such issues as world events that may affect the profession, the world's need and use for English instruction, federal and provincial government policies, the ESL teacher's role and business, implications of national statistics for English instruction, trend-setting regions and cities in Canada and what they are doing and saying, topics of discussion in professional journals, implications of new knowledge and technology, the results of changes in the last five years of ESL, current institutional changes and their effect on ESL, shifts in the power base affecting the future of the profession, and the acceleration or deceleration of change. (MSE)

ED 247 744 FL 014 406
 Scott, Robert Bruce
 The Use of Flowcharts and Logic to Teach Conversational Skills in Advanced ESL Classes.
 Pub Date—[Apr 84]
 Note—55p.

Pub Type—Dissertations/Theses - Masters Theses (042)—Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Classroom Techniques, Conversational Language Courses, *English (Second Language), *Flow Charts, Language Proficiency, *Logical Thinking, Masters Theses, *Oral Language, Responses, *Second Language Instruction, Teaching Methods

A description of the use of flowcharts in teaching students of English as a second language (ESL) to "map" dialogue for conversation begins with a review of the literature concerning the flowchart form and content. Conversational form and logic and the discourse chart designed by Mohr and adapted for this study are discussed. The classroom activity plan used with this flowchart model at the University of Kansas Applied English Center is outlined. Five steps are suggested to lead students gradually from initial encounter with the discourse chart to the ability to converse logically without direct reference to the chart. The first step is to introduce the Mohr chart and develop familiarity with it. The second step involves plotting sample dialogues on the chart. The third step, accomplished by student pairs, is to develop a conversation from a topic and sequence provided by the teacher, using the chart. The fourth step is a flashcard exercise using groups of three or more students, in which one student holds up flashcards containing directions to students creating a conversation. The final step begins with a brief lecture in which the teacher explains the rules of conversation, implicit in the chart, and students pair off to create conversations according to directions given them. The dialogues are recorded for evaluation. Specific materials, techniques, sources for topics, and transcribed classroom conversations are provided as illustrations. A conversation grading chart and a sample flowchart are also included. (MSE)

ED 247 745 FL 014 450
 Pacific Island Language Groups in Bilingual Education: Information and Technical Assistance Needs and Recommendations to the National Clearinghouse for Bilingual Education and the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education.

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Aug 83
 Contract—400-80-0400

Note—57p.; Also prepared by the Information and Technical Assistance Needs of Pacific Island Language Groups in Bilingual Education Panel.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Educational Needs, *English (Second Language), Federal Programs, *Immigrants, *Information Needs, Minority Groups, *Pacific Americans, Second Language Instruction, *Technical Assistance Identifiers—*Pacific Islands

The report of a federally funded project to explore the specific needs of the Pacific Island language groups in the Title VII bilingual education programs and to develop a plan to increase the capacity of the National Clearinghouse for Bilingual Education (NCBE) to serve their information and technical assistance needs is presented. The project involved the selection of a 17-member panel of parents, teachers, teacher trainers, consultants, and administrators from those language groups who have worked with the bilingual programs. Their duties included: (1) determining the specific bilingual education needs of these groups, (2) identification of information and technical assistance needs, (3) identification of available resources for bilingual education, (4) identifying areas for increasing NCBE's service capabilities, and (5) making recommendations to the Office of Bilingual Education and Minority Languages Affairs (OBELA) of the Department of Education to meet the needs identified. The needs are outlined in five categories: coordination, training, curriculum and materials, research and other support, and technical assistance. For each need identified, general recommendations and specific recommendations for both NCBE and OBELA are made. In a separate section, specific recommendations for increasing NCBE's capacity to serve these groups are listed for these categories: data collection, information dissemination, coordination, product development, and technical assistance. Specific recommendations to OBELA are made concerning funding, coordination, support, and programmatic changes. Appendices include a list of panel members with addresses, the panel meeting agenda, and notes on the scope of work and tasks of the panel. (MSE)

ED 247 746

FL 014 467

Gerson, Russell

The Effects of a Structured Immersion Approach to Minority Language Asian Students: Results of a Longitudinal Evaluation.

Pub Date—Apr 84

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, April 23-27, 1984).
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Asian Americans, *Bilingual Education Programs, Elementary Education, *English (Second Language), *Immersion Programs, Longitudinal Studies, Minority Groups, Program Design, *Program Effectiveness, Program Evaluation, *Second Language Instruction, Sequential Learning

The evolution and evaluation of an elementary level structured immersion program in English as a second language are described. The program provides all academic instruction in English, but at a level that students can understand. It is ungraded, uses bilingual teachers who speak the students' native language, and has both developmental and direct instructional components. Vocabulary is carefully controlled and lessons are carefully sequenced to build on students' existing knowledge and proficiency. Evaluation of the program was undertaken through administration of the Comprehensive Test of Basic Skills, with the Language Assessment Scale as a supplemental measure of language skills. Two analyses were performed. In one, the performance gains of children in grades 3-6 were found to be significant in almost all academic areas tested. In the second, performance gains of non-English-speaking and limited-English-speaking children at the end of grade 2 and enrolled in the program for at least two years were compared with children not enrolled but within the same school district. Students in the program achieved and maintained above-median performance in all areas. It is concluded that structured immersion programs can be effective and warrant further consideration. (MSE)

ED 247 747

FL 014 473

Ginsburg, Gerald S.

Parson versus Pragmatism in Foreign Language Teaching and Acquisition.

Pub Date—[84]

Note—11p.

Pub Type—Reports - Evaluative (142)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Classroom Techniques, Educational Philosophy, *Educational Strategies, French, Language of Instruction, *Linguistic Theory, *Second Language Instruction, *Second Language Learning, *Teaching Methods

Ten commonly-held positions concerning language learning and teaching and counter-positions for each are presented with the counter-positions supported with experiences from a first-year French classroom. The positions challenged are: (1) it is inappropriate to mix English and the target language in the same spoken sentence; (2) students cannot learn to speak a foreign language well enough to create their own sentences within two years; (3) students cannot understand the target language well enough for the teacher to conduct class in it; (4) students never have to repeat material they have been exposed to once; (5) students should not look at the written form of the target language for several weeks, to avoid English interference; (6) learning to write the language has little to do with learning to speak it, and should be put off until fairly late; (7) past foreign language teaching techniques are all bad which is why no one uses grammar-translation or audio-lingual methods; (8) memorization of dialogues is an unrealistic method; (9) foreign language students know English grammar; and (10) any native speaker can teach the target language. A flexible, pragmatic approach to language teaching, always keeping in mind what the objective is, is recommended. (MSE)

ED 247 748

FL 014 483

Francis langue seconde, primaire. Programme d'études. (French as a Second Language, Primary Level. Study Program).

Quebec Dept. of Education, Quebec.

Report No.—16-2405; ISBN-2-550-04772-9

Pub Date—Dec 82

Note—497p; For teacher's guide, see FL 014 484; for other related documents, see FL 014 485-487.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—Behavioral Objectives, *Communicative Competence (Languages), *Core Curriculum, *Course Organization, *Curriculum Design, Elementary Education, Foreign Countries, *French, *Second Language Instruction, State Legislation Identifiers—*Quebec

A detailed curriculum outline for the state-mandated elementary school program in French as a second language for Quebec English schools is presented. Primary objectives are the development of affective values, social values, and the sense of sociocultural belonging. The curriculum was adapted from the 1972 curriculum, with more specific overall and terminal objectives and a more consistent structure from institution to institution, and with priority given to communication with emphasis on content rather than form. Reading and writing are included as additional means of communication. The outline includes: (1) an introductory and background discussion; (2) a discussion of general program orientations, including foundations, methodological considerations, the global objective, general objectives, the broad approach, the minimum core content, the role of the four language skills (listening, speaking, reading, and writing), and the desired level of usage at program exit; (3) a section on the organization of the program's linguistic content; (4) charts of linguistic content for the first cycle, including terminal objectives for each domain (factual information, intellectual attitudes, affective attitudes, action indicatives, and social acts) and a lexicon; (5) a similar charted linguistic content for the second cycle; (6) a discussion of student evaluation and the roles of the education ministry, school agencies, and teachers in the process; and (7) additional considerations such as scheduling, the instructor's role, instructional materials, and content enrichment. A glossary and list of references are appended. (MSE)

ED 247 749

FL 014 484

Francis, langue seconde, primaire. Guide pédagogique. (French as a Second Language, Primary Level. Teacher's Guide).

Quebec Dept. of Education, Quebec.

Report No.—16-2405-01; ISBN-2-550-05794-5

Pub Date—83

Note—85p; For Study Program, see FL 014 483;

for other related documents, see FL 014 485-487.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Articulation (Education), Behavioral Objectives, Class Activities, *Classroom Techniques, Communicative Competence (Languages), *Core Curriculum, *Course Organization, *Curriculum Design, Elementary Education, Foreign Countries, *French, Information Sources, Instructional Materials, *Second Language Instruction, State Legislation, Student Evaluation, Teaching Guides Identifiers—*Quebec

The teacher's guide for the required curriculum in French as a second language for all elementary English schools in Quebec is presented. An introductory section outlines the program structure, articulation with secondary level programs, the framework for presentation of the terminal objectives within the curriculum, and use of the objectives charts provided in the document. A section concerning instructional orientations discusses creating an environment conducive to learning French, practice of communication, variety in class interactions and activities, integration of the four language skills (listening, speaking, reading, and writing), and attitudes toward error. A section offering practical suggestions has three focuses: the ordering, grouping, and progression of objectives; different types of learning activities (exercises for training in communication, communicative tasks, games, material tasks, interviews and inquiries, discussions, role-playing, mime, sketches, and songs and stories); and instructional materials. Four sample instructional units incorporating the principles discussed in the guide are included, and a final section discusses approaches to student evaluation. A bibliography and three lists of potential resource organizations are appended. (MSE)

ED 247 750

FL 014 485

Francis, langue seconde, premier cycle, secondaire. Programme d'études. (French as a Second Language, First Cycle, Secondary Level. Study Program).

Quebec Dept. of Education, Quebec.

Report No.—16-3420; ISBN-2-550-04603-X

Pub Date—Sep 82

Note—172p; For teacher's guide, see FL 014 486; for other related documents, see FL 014 483-487.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Behavioral Objectives, *Communicative Competence (Languages), *Core Curriculum, *Course Content, *Curriculum Design, Educational Objectives, Evaluation Methods, Foreign Countries, *French, Junior High Schools, Secondary Education, *Second Language Instruction, State Legislation, Student Evaluation Identifiers—*Quebec

The program of French as a second language required of first and second year students in public and private secondary English schools in Quebec is presented. The curriculum outline begins with an introductory section describing: (1) the program's relationship to other required programs; (2) background information; (3) a formal needs assessment; (4) the current and desired situations; (5) priority needs; (6) the values that are to be transmitted; (7) the sociolinguistic, sociocultural, and instructional foundations of the program; (8) the program's global, general, and terminal objectives; (9) the structure of the instructional content; and (10) the teacher's guide, available as a separate document. The two following sections outline the specific linguistic content of the two year curricula, in five categories: terminal objectives for oral communication, synthesis of grammatical elements, terminal listening objectives, terminal written communication objectives (reading and writing), and word lists. A section is included on approaches to student evaluation, including developmental considerations; and a bibliography is appended. (MSE)

ED 247 751

FL 014 486

Francis, langue seconde, premier cycle, secondaire. Guide Pédagogique. (French as a Second Language, First Cycle, Secondary Level. Teacher's Guide).

Quebec Dept. of Education, Quebec.

Report No.—16-3420-01; ISBN-2-550-05029-0

Pub Date—Oct 82

Note—43p; For Study Program, see FL 014 485; for other related documents, see FL 014 483-487.

Language—French
 Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Articulation (Education), Behavioral Objectives, Class Activities, *Classroom Techniques, Communicative Competence (Languages), Core Curriculum, *Course Content, *Curriculum Design, Educational Objectives, Evaluation Methods, Foreign Countries, *French, Information Sources, *Instructional Materials, Junior High Schools, Secondary Education, *Second Language Instruction, State Legislation, Student Evaluation, Teaching Guides
 Identifiers—*Quebec

The teacher's guide for the program of French as a second language required of first and second year students in all Quebec secondary English schools is presented. Following an introductory section, a section concerning the structure and objectives of the program and the organization of the content outlines the method of presentation of the objectives and content, the oral communication objectives, listening objectives, and written communication objectives. A section on pedagogical issues looks at authenticity in the classroom, the ordering of objectives and the integration of skills, variation in the beginning points of the course, variety in classroom exercises and activities, the place of grammar, attitudes toward error, the sociocultural element, and the sociolinguistic dimension in language instruction. The utility, selection, and use of authentic documents (advertising, comic strips, news items, articles, short texts, poems, sports items, weather reports, radio programs, films, and songs) are examined and illustrated in another section. Linguistic games are also examined and the techniques of dramatization, role-playing, simulation, and telephone use are discussed. Three brief sections address instructional materials, student evaluation, and specific reference materials. A bibliography and three lists of potential resource organizations are appended. (MSE)

ED 247 752 FL 014 487

Francis, langue seconde, second cycle, secondaire.
 Programme d'études. (French as a Second Language, Second Cycle, Secondary Level, Study Program).

Quebec Dept. of Education, Quebec.

Report No.—16-3422; ISBN-2-550-05801-1

Pub Date—83

Note—118p.; For related documents, see FL 014 483-487. Teacher's guide to be published (16-3422-01).

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, *Communicative Competence (Languages), *Core Curriculum, *Course Content, *Curriculum Design, Educational Objectives, Evaluation Methods, Foreign Countries, *French, High Schools, Secondary Education, *Second Language Instruction, State Legislation, Student Evaluation
 Identifiers—*Quebec

The program of French as a second language required of third, fourth, and fifth year students in public and private secondary English schools in Quebec is presented. The curriculum outline begins with an introductory section describing: (1) the program's relationship to other programs; (2) background information; (3) a formal need assessment; (4) the current and desired situations; (5) priority needs; (6) the values that are to be transmitted; (7) the sociolinguistic, sociocultural, and instructional foundations of the program; (8) the program's global, general, and terminal objectives; (9) the structure of the instructional content; and (10) the teacher's guide (not included with this document). The three following sections outline the specific linguistic content of the three years curricula, in four categories: terminal objectives for oral communication, terminal listening objectives, terminal written communication objectives (reading and writing), and word lists. A section is included on approaches to student evaluation, including developmental considerations; and a bibliography is appended. (MSE)

ED 247 753 FL 014 521

Miyagawa, Shigeru, Ed. And Others

Papers in Linguistics. Volume 16. Studies in Japanese Language Use and Studies in the Languages of the USSR.

Linguistic Research, Inc., Edmonton (Alberta).
 Report No.—ISBN-0-88783-035-8; ISBN-0-88783-048-X

Pub Date—83

Note—654p.; Section on the languages of the USSR in small print throughout.

Available from—Linguistic Research Inc., P.O. Box 5677, Station L, Edmonton, Alberta, Canada T6C 4G1

Journal Cit—Papers in Linguistics, v16 n1-4 1983

Special Issues

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Discourse Analysis, Foreign Countries, *Form Classes (Languages), *Grammar, *Japanese, Language Role, *Language Usage, Language Variation, Linguistic Borrowing, Linguistics, Lithuanian, Prosocial Behavior, *Russian, Sentence Structure, Slavic Languages
 Identifiers—*Japan, *USSR

A volume combining two special issues of "Papers in Linguistics" contains 10 papers concerning Japanese language use and 12 concerning languages of the U.S.S.R. The papers on Japanese include: "Intrusion in Japanese Conversation," "Japanese Use of English Loans," "Some Discourse Principles and Lengthy Sentences in Japanese," "On the Two Forms of Negative Gerund in Japanese," "Some Politeness Strategies in Japanese," "Pragmatics of Causation in Japanese," "The Status of Kobuji: Usage of Ideographs Unique to Japan," "Subject Ellipsis and Topic in Japanese," "Variation and Change in Japanese Honorific Forms," "Presuppositional Culture Spaces: Language Use in Everyday Life." The papers concerning languages in the U.S.S.R. include "Predicate Instrumental and Agreement in Lithuanian: A Contrastive Analysis," "A Sketch of Vowel Harmony in the Tungus Languages," "Universal and Particular Properties of the Ewenki Case System," "On the Penumbra of Questions Surrounding the Internal Reconstruction of Gilyak," "The Phonology of Chukchee Consonants," "The Genetic Affiliation of Kamchadal: Some Morphological Evidence," "N-Agreement in Old Georgian," "On Derived Inceptives in Georgian," "The Causative: Daghestanian Variations on a Theme," "Subject Marking in Some Languages of Daghestan," "The Organization of a Voice-Neutral Verb: An Example in Avar," and "Grammatical Subject and the Problem of the Ergative Construction in Lezgian." (MSE)

ED 247 754

FL 014 522

Braginski, Aleksandra, Ed.

English-Polish Phrasebook with Useful Wordlist.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.

Pub Date—Mar 84

Note—144p.

Language—Polish; English

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Basic Vocabulary, Dictionaries, English (Second Language), *Immigrants, *Language Usage, *North American English, *Polish, Reference Materials, *Refugees

A phrasebook for Polish-speaking refugees in the United States groups phrases in 19 units covering a wide range of situations and introducing the daily activities of American life. Two wordlists, one Polish-English and one English-Polish, provide the terms most frequently needed. The book is intended as a reference book for immediate use and not as a textbook for learning English. The units cover such topics as: coping with the language barrier, useful forms of etiquette, giving information about yourself, recognizing signs, converting weights and measures, using numbers, dealing with money, dealing with time, locating things, describing things and people, doing things, going places, and conveying information. Also included are units on health, food, clothing, housing, jobs, and schools. A map of the United States and its important cities and a brief section of language notes are also provided. (MSE)

ED 247 755

FL 014 523

Lustig, Josef, Ed.

English-Czech Phrasebook with Useful Wordlist.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.

Pub Date—Mar 84

Note—161p.

Language—Czech; English

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Acculturation, Basic Vocabulary, *Czech, Dictionaries, English (Second Language), *Immigrants, *Language Usage, *North American English, Reference Materials, *Refugees

A phrasebook for Czech-speaking refugees in the United States groups phrases in 19 units covering a wide range of situations and introducing the daily activities of American life. Two wordlists, one Czech-English and one English-Czech, provide the terms most frequently needed. The book is intended as a reference book for immediate use and not as a textbook for learning English. The units cover such topics as: coping with the language barrier, useful forms of etiquette, giving information about yourself, recognizing signs, converting weights and measures, using numbers, dealing with money, dealing with time, locating things, describing things and people, doing things, going places, and conveying information. Also included are units on health, food, clothing, housing, jobs, and schools. A map of the United States and its important cities is also provided. (MSE)

ED 247 756

FL 014 524

Todeasa, Cornel, Ed.

English-Romanian Phrasebook with Useful Wordlist.

Center for Applied Linguistics, Washington, D.C.
 Spons Agency—Department of State, Washington, DC. Bureau of Refugee Programs.

Pub Date—Mar 84

Note—143p.

Language—Romanian; English

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Basic Vocabulary, Dictionaries, English (Second Language), *Immigrants, *Language Usage, *North American English, Reference Materials, *Refugees, *Romanian

A phrasebook for Romanian-speaking refugees in the United States groups phrases in 19 units covering a wide range of situations and introducing the daily activities of American life. Two wordlists, one Romanian-English and one English-Romanian, provide the terms most frequently needed. The book is intended as a reference book for immediate use and not as a textbook for learning English. The units cover such topics as: coping with the language barrier, useful forms of etiquette, giving information about yourself, recognizing signs, converting weights and measures, using numbers, dealing with money, dealing with time, locating things, describing things and people, doing things, going places, and conveying information. Also included are units on health, food, clothing, housing, jobs, and schools. A map of the United States and its important cities is also provided. (MSE)

ED 247 757

FL 014 525

Hannon, Joseph P.

Subject Area Glossary, Vietnamese-English Vocabulary. Curriculum Bulletin No. 24.

Chicago Board of Education, Ill. Dept. of Curriculum.

Pub Date—79

Note—61p.

Language—Vietnamese; English

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *English (Second Language), Glossaries, *Immigrants, *Intonation, Limited English Speaking, *Refugees, Second Language Instruction, *Tone Languages, *Vietnamese

Identifiers—Illinois (Chicago)

A glossary was developed by the City of Chicago's Board of Education to assist teachers of English as a second language (ESL) dealing with Vietnamese immigrant children. It contains a list of commonly used English words and lists of key words used in 13 subject areas: art, foreign languages, language arts, library science, mathematics, music, physical education, recreation, ROTC, science, social studies, telecommunications, and ESL. In each category, the English words are given, followed by the Romanized spelling and International Phonetic Alphabet transcription of the Vietnamese equivalent. Notes on the use of tones in Vietnamese are also included. (MSE)

ED 247 758

FL 014 526

Guía para la enseñanza de las artes del lenguaje español. Nivel Elemental Intermedio I. Edición Experimental — Curriculum Guide for Spanish Language Arts. Elementary Level I. Field Test. Working Draft.

Chicago Board of Education, Ill. Dept. of Curriculum.

Pub Date—80

Note—187p.; For related documents, see FL 014 527 and FL 014 529.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Education, Classroom Techniques, Curriculum Guides, Elementary Education, Grade 6, *Limited English Speaking, *Reading Instruction, *Reading Skills, *Spanish, Student Evaluation Identifiers—Illinois (Chicago)

A curriculum guide series developed by the City of Chicago's Board of Education to help native Spanish speaking, limited English speaking students develop Spanish language reading skills as a preliminary step in teaching English reading skills consists of 13 books. The level I corresponds to grade 6 instruction. The approach used is learner-centered and skill-oriented, presenting behavioral objectives for reading skills and subskills to be taught. At each level, four reading skill strands are emphasized, presented in this sequence: word attack, comprehension, study skills, and literature. Within each skill category are listed the fundamental subskills to be mastered to attain reading competency, followed by a specific behavioral objective, classroom instructional strategies and activities related to the objective, and suggested criteria for evaluating learners' performances. All objectives are arranged from the most fundamental to the most advanced, and objectives crucial to mastery are highlighted. A bibliography of related instructional materials is provided. Prefatory material in the guide is given in both English and Spanish, and the remainder of the volume is in Spanish only. (MSE)

ED 247 759 FL 014 527

Guía para la enseñanza de las artes del lenguaje español. Nivel Elemental Adelantado M. Edición Experimental — Curriculum Guide for Spanish Language Arts. Elementary Level M. Field Test. Working Draft. Unedited Edition.

Chicago Board of Education, Ill. Dept. of Curriculum.

Pub Date—79

Note—118p.; For related documents, see FL 014 526 and FL 014 529.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Education, Classroom Techniques, Curriculum Guides, Elementary Education, Grade 7, *Limited English Speaking, *Reading Instruction, *Reading Skills, *Spanish, Student Evaluation Identifiers—Illinois (Chicago)

A curriculum guide series developed by the City of Chicago's Board of Education to help native Spanish speaking, limited English speaking students develop Spanish language reading skills as a preliminary step in teaching English reading skills consists of 13 books. The level M corresponds to grade 7 instruction. The approach used is learner-centered and skill-oriented, presenting behavioral objectives for reading skills and subskills to be taught. At each level, four reading skill strands are emphasized, presented in this sequence: word attack, comprehension, study skills, and literature. Within each skill category are listed the fundamental subskills to be mastered to attain reading competency, followed by a specific behavioral objective, classroom instructional strategies and activities related to the objective, and suggested criteria for evaluating learners' performances. All objectives are arranged from the most fundamental to the most advanced, and objectives crucial to mastery are highlighted. A bibliography of related instructional materials is provided. Prefatory material in the guide is given in both English and Spanish, and the remainder of the volume is in Spanish only. (MSE)

ED 247 760 FL 014 528

Wenden, Anita L. Learner Training for L2 Learners: A Selected Review of Content and Method.

Pub Date—Mar 83

Note—39p.; Paper presented at the Annual Meeting of the Teachers of English for Speakers of

Other Languages (17th, Toronto, Ontario, March 16-19, 1983).

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Curriculum Development, Educational Strategies, *Learning Processes, *Learning Strategies, Literature Reviews, *Second Language Instruction, *Second Language Learning

It is suggested, based on research findings on learner strategies, that second language curriculum planners and teachers can and should provide students with opportunities to refine their learning skills. This can be accomplished by expanding their repertoire of learning strategies and refining their awareness of aspects of language learning. A review of some past and present practice in these techniques, called learner training, reveals three basic approaches varying in the degree to which they require teacher intervention: (1) autonomous learner training and language training; (2) learner training provided by the teacher, coupled with language training done autonomously; and (3) learner and language training both provided by the teacher. The three approaches are outlined and the curricular content and impact of the approaches on attitudes, student learning approach, and learning efficiency are discussed. (MSE)

ED 247 761 FL 014 529

Guía para la enseñanza de las artes del lenguaje español. Nivel Elemental Adelantado M. Edición Experimental — Curriculum Guide for Spanish Language Arts. Elementary Level N. Field Test. Working Draft.

Chicago Board of Education, Ill. Dept. of Curriculum.

Pub Date—80

Note—128p.; For related documents, see FL 014 526-527.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Bilingual Education, Classroom Techniques, Curriculum Guides, Elementary Education, Grade 8, *Limited English Speaking, *Reading Instruction, *Reading Skills, *Spanish, Student Evaluation Identifiers—Illinois (Chicago)

A curriculum guide series developed by the City of Chicago's Board of Education to help native Spanish speaking, limited English speaking students develop Spanish language reading skills as a preliminary step in teaching English reading skills consists of 13 books. The level N corresponds to grade 8 instruction. The approach used is learner-centered and skill-oriented, presenting behavioral objectives for reading skills and subskills to be taught. At each level, four reading skill strands are emphasized, presented in this sequence: word attack, comprehension, study skills, and literature. Within each skill category are listed the fundamental subskills to be mastered to attain reading competency, followed by a specific behavioral objective, classroom instructional strategies and activities related to the objective, and suggested criteria for evaluating learners' performances. All objectives are arranged from the most fundamental to the most advanced, and objectives crucial to mastery are highlighted. A bibliography of related instructional materials is provided. Prefatory material in the guide is given in both English and Spanish, and the remainder of the volume is in Spanish only. (MSE)

ED 247 762 FL 014 530

Clark, John L. D. Some Sociolinguistic and Discourse Analysis Considerations in Oral Proficiency Interviewing.

Pub Date—82

Note—14p.; Paper presented at a pre-conference session on "Analysis of Spoken Discourse" at the Georgetown University Roundtable on Languages and Linguistics (Washington, DC, March 11, 1982).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discourse Analysis, *Interviews, Language Proficiency, *Language Tests, *Oral Language, Second Language Instruction, *Sociolinguistics, *Test Interpretation, Test Use, Test Validity

If sociolinguistics involves the specification and

analysis of sociological, interpersonal, and pragmatic variables at issue in given language-use situations, and discourse analysis is the observation and analysis of both linguistic and paralinguistic features of speech events within these situations, there are at least three areas in these combined fields crucial to the appropriate conduct and interpretation of interview-based testing. These include: (1) the physical setting, (2) the identity and characteristics of the interlocutors, and (3) the intended outcome of the communication, both topical and affective. In each of these areas, the oral proficiency interview in its present form has varying degrees of congruence with the real-life communication situation. In some cases, specific improvements in the interviewing and/or rating process can be suggested. In others, it is possible at present only to identify the discrepancies as a basis for further research and development. For example, with regard to the communication setting, although it is impossible to reproduce in the interview a large variety of surroundings, the interpretive range of the interview can be broadened by studies comparing oral interview performance with real-world performance and by use of relevant "props" important to the communication. Role-playing exercises can be used to incorporate a wider variety of interlocutors. However, the issue of communication outcome is more complex and requires further study before it will be resolved in the oral interview process. (MSE)

ED 247 763 FL 014 532

Glauque, Gerald S.

Teaching Extra-Large Foreign Language Classes.

Pub Date—[84]

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Classroom Environment, *Classroom Techniques, *Class Size, Educational Objectives, Educational Philosophy, Educational Strategies, *Large Group Instruction, *Second Language Instruction, *Student Attitudes, *Teacher Attitudes

High quality instruction can be achieved in a foreign language classroom even though the class may be large by traditional standards, with as many as 60 students. Attitudes, class structure, classroom activities, and the teacher's role all play a part in this process in such classes. A positive attitude and enthusiasm on the teacher's part are essential, and they are transmitted to the students. One approach to classroom activity that has been successful uses several of the best third- or fourth-year language students as student teaching assistants, attending lectures and providing optional tutoring. They are enrolled in a field experience class, receiving credit. During the class, after a brief lecture by the teacher, the students practice the language in workshop style, in groups of two or three, while the assistants circulate. By the third month, students begin reading to each other in pairs, changing partners daily, as a warm-up. Formal instruction in grammar follows, using a combination of techniques and activities, including amusing sentences, choral drills, comparative analysis, and problem-solving. This approach benefits all parties—teacher, student assistants, and students—and is a logical way of using scarce instructional resources for effective instruction. (MSE)

ED 247 764 FL 014 536

Lederer, Debra And Others

Latin Vibes Curriculum: Sixth and Seventh Grades.

Pub Date—21 Nov 83

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Course Descriptions, Cultural Education, Curriculum, *Curriculum Evaluation, *Diachronic Linguistics, *Educational Objectives, Elementary Secondary Education, English, Grade 6, Grade 7, *Instructional Materials, Introductory Courses, *Latin, *Linguistic Borrowing, Romance Languages, Second Language Instruction

A sixth- and seventh-grade program "Latin Vibes," developed in response to a rising demand within the community for more student understanding of the evolution of the English language, is outlined. The courses for each grade chronicle the influences of Latin and the romance languages on the development of English over the centuries. The program focuses on cultural and linguistic elements, beginning with a discussion of verbal and nonverbal communication in the animal and human worlds

and including historical and cultural aspects of ancient Roman life. Latin-based vocabulary in many different fields (sports, medicine, politics, space, art, music, literature, family life, and music). Latin abbreviations and forms, and mythology and the zodiac. Vocabulary development is emphasized both for speaking and writing skills and for developing students' ability to understand more sophisticated written material. Each of the course outlines consists of a listing of several broad goals and many specific objectives within each goal and a list of instructional materials used. Notes on scheduling and evaluation of the curriculum are also included. (MSE)

ED 247 765 FL 014 537

Thack, Sharon V. And Others

A Learner Directed Approach to Kpelle. A Handbook on Communication and Culture with Dialogs, Texts, Cultural Notes, Exercises, Drills and Instructions.

Michigan State Univ., East Lansing. African Studies Center.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—81

Note—266p.; For related document, see ED 217

690.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*African Languages, *Cultural Education, *Dialects, *Dialogs (Language), *Grammar, *Independent Study, *Instructional Materials, *Introductory Courses, *Oral Language, *Pattern Drills (Language), *Second Language Instruction, *Teaching Guides, *Uncommonly Taught Languages, *Vocabulary Development

Identifiers—*Kpelle, *Liberia, *Peace Corps

A combined teacher's manual and learner's manual for one of the Mande languages of Liberia presents materials for about 300 hours of study and is the equivalent of a first-year college language course. The basic text introduces all of the syntactic constructions of Kpelle that learners are likely to encounter in the language, and introduces 1,000 vocabulary items in the most common usage. Each of the lessons has three sections: texts and vocabulary, grammatical and cultural information, and exercises with suggestions for independent study. The text section includes monologues and dialogues, with an English paraphrase. The section on grammar and culture gives explanations of Kpelle grammatical forms and cultural facts. The exercise section uses the material just presented, sometimes including picture illustrations. The independent study suggestions are directed to learners living in a Kpelle speaking area, and take the learning situation out of the classroom into the community. The lessons have these topics: instructions and commands, greetings, personal information, foods, numbers and bargaining, feelings and states of being, visiting, weather, Liberian geography, counting and arithmetic, daily tasks, clothes and crafts, health, and agriculture. A review lesson is provided after each four lessons, and the final lesson contains brief readings on a variety of topics related to the previous lessons. A list of Kpelle reading materials is appended. (MSE)

ED 247 766 FL 014 538

Dwyer, David J. And Others

A Learner Directed Approach to Lorma. A Handbook on Communication and Culture with Dialogs, Texts, Cultural Notes, Exercises, Drills and Instructions.

Michigan State Univ., East Lansing. African Studies Center.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—81

Note—355p.; For related document, see ED 227

691.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*African Languages, *Cultural Education, *Dialects, *Dialogs (Language), *Grammar, *Independent Study, *Instructional Materials, *Introductory Courses, *Oral Language, *Pattern Drills (Language), *Phonetics, *Second Language Instruction, *Teaching Guides, *Uncommonly Taught Languages, *Vocabulary Development

Identifiers—*Liberia, *Lorma, *Peace Corps

A combined teacher's manual and learner's manual for the Lorma language of Liberia presents materials for about 300 hours of study and is the equivalent of a first-year college language course. The basic text introduces all of the syntactic con-

structions of Lorma that learners are likely to encounter in the language, and introduces 1,000 vocabulary items in the most common usage. Each of the lessons has four sections: texts, grammar exercises and cultural information, suggestions for independent study, and vocabulary. The text section includes monologues and dialogues, with word-by-word breakdowns of each sentence. Receptive skills (listening and reading) are emphasized. The section on grammar and culture gives explanations of Lorma linguistic forms and cultural facts. The independent study suggestions are directed to learners living in a Lorma speaking area, and take the learning situation out of the classroom into the community. The vocabulary section contains words pertaining to the lesson topic. Notes on supplementary materials and Lorma dialects are included, and a reference section on Lorma phonetics, grammar, lexicon, and learning materials is appended. (MSE)

ED 247 767 FL 014 539

Cutler, Sue A. Dwyer, David J.

Maniyaka: A Reference Handbook of Phonetics, Grammar, Lexicon and Learning Procedures.

Michigan State Univ., East Lansing. African Studies Center.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—81

Note—183p.; For related document, see ED 217

692.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*African Languages, *Dictionaries, *Grammar, *Independent Study, *Learning Modules, *Mandingo, *Maps, *Phonology, *Reference Materials, *Second Language Instruction, *Study Guides, *Uncommonly Taught Languages, *Vocabulary

Identifiers—*Liberia, *Peace Corps

A guide for independent learners of Maniyaka (also known as Mandingo), one of the Mande languages of Liberia, is intended for individuals already in a Mandingo speaking situation but without access to experienced teachers of the language. An introductory chapter discusses the languages of Liberia and provides a map of Liberian languages, a chart of the interrelationships of the languages, and lists of some Indo-European and West African language word correspondences. The two subsequent chapters outline how to learn a Mande language through independent study and instructions to tutors of the language. The fourth and fifth chapters provide a reference grammar of Mandingo and a Mandingo-English dictionary. The final chapter outlines in detail the Mande language sound system (vowels, consonants, and suprasegmentals) and gives a series of listening and transcription exercises for a variety of phonetic structures. (MSE)

ED 247 768 FL 014 541

Wetzel, Frederick And Others

A Study of Semantic Features: Electrophysiological Correlates.

Pub Date—84

Note—13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984). Light print throughout document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Auditory Discrimination, *College Students, *Comparative Analysis, *Lateral Dominance, *Negative Forms (Language), *Neurolinguistics, *Neurological Organization, *Semantics

Identifiers—*Semantic Features

This study investigates whether words differing in a single contrastive semantic feature (positive/negative) can be discriminated by auditory evoked responses (AERs). Ten right-handed college students were provided with auditory stimuli consisting of 20 relational words (more/less; high/low, etc.) spoken with a middle American accent and computer modified to match peak intensity level and duration. A microcomputer simultaneously presented the recorded words and provided visual stimuli consisting of pictures of eight configurations of two rectangles, shown with the larger or taller rectangle on the right and left sides of the picture an equal number of times. Scalp electrodes monitored brain and eye activity. Analysis of the results showed the subjects reliably discriminating between words differing in the semantic feature in question, supporting the semantic feature hypothesis that suggests words may be decomposed into more basic elements. It appears that both hemispheres in the parietal region are sen-

sitive to the kinds of features exemplified by these relational word pairs, and that the AER procedure could be quite useful in studying the semantic component of language. (MSE)

ED 247 769 FL 014 542

McFerren, Margaret

Mexico: Country Status Report.

Center for Applied Linguistics, Washington, DC.

Language/Area Reference Center.

Pub Date—Sep 84

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, American Indian Languages, Armed Forces, *Bilingualism, Elementary Secondary Education, *Foreign Countries, Higher Education, Industry, Language Maintenance, Language of Instruction, *Language Role, Language Standardization, *Language Usage, Mass Media, *Mayan Languages, Monolingualism, Multilingualism, Official Languages, Public Policy, *Spanish

Identifiers—*Mexico

A survey of the status of language usage in Mexico begins with an overview of language distribution among the population, mono- and multilingualism, changes in patterns of usage between the 1970 and 1980 censuses, and linguistic issues related to assimilation of the Indian population and the role and philosophy of the Instituto Nacional Indigenista in the process. A matrix follows that rates four Mexican languages (Spanish, Nahuatl, Maya, and Zapotec) on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) the status of indigenous literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries in the native languages for use by English speakers. Explanatory notes give the number and population percentages using the languages, alphabets, and specific instructional materials titles. A selected bibliography is also included. (MSE)

ED 247 770 FL 014 543

McFerren, Margaret

Tunisia: Country Status Report.

Center for Applied Linguistics, Washington, DC.

Language/Area Reference Center.

Pub Date—Sep 84

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Arabic, Armed Forces, Bilingualism, Elementary Secondary Education, *Foreign Countries, *French, Higher Education, Industry, Language Maintenance, Language of Instruction, *Language Role, Language Standardization, *Language Usage, Mass Media, Monolingualism, Multilingualism, *Official Languages, Public Policy, Sociocultural Patterns

Identifiers—*Tunisia

A survey of the status of language usage in Tunisia begins with an overview of patterns of usage of Arabic, the official language, and its many dialects and forms, and French, spoken as a second language by half the population. A recent, official movement toward Arabization in official and other formal communication is outlined and the popular reaction and success of the process are discussed. A matrix follows that rates Arabic and French on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) their status in literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by En-

glish speakers. Explanatory notes give the number and population percentages using the languages, the type of alphabets used and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 771 FL 014 544

McFerren, Margaret
Iraq: Country Status Report.
Center for Applied Linguistics, Washington, DC.
Language/Area Reference Center.

Pub Date—Sep 84

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Arabic, Armed Forces, Bilingualism, Elementary Secondary Education, *Foreign Countries, Higher Education, Industry, *Kurdish, Language Maintenance, Language of Instruction, *Language Role, Language Standardization, *Language Usage, Mass Media, Monolingualism, *Official Languages, Political Influences, Public Policy, Sociocultural Patterns

Identifiers—Iraq

A survey of the status of language usage in Iraq begins with an overview of the usage patterns of Arabic and Kurdish, especially in the context of recent political events and the agreement to make Kurdish a second official language in the Kurdish autonomous region, and to allow limited use of Kurdish in instruction and public communication. A matrix follows that rates Arabic and Kurdish on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) their status in literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by English speakers. Explanatory notes give the number and population percentages using the languages, the type of alphabets used and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 772 FL 014 545

McFerren, Margaret
Algeria: Country Status Report.
Center for Applied Linguistics, Washington, DC.
Language/Area Reference Center.

Pub Date—Sep 84

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Arabic, Armed Forces, *Berber Languages, Bilingualism, Elementary Secondary Education, *Foreign Countries, *French, Higher Education, Industry, Language Maintenance, Language of Instruction, Language Planning, *Language Role, Language Standardization, *Language Usage, Mass Media, Monolingualism, Official Languages, Political Influences, Public Policy, Sociocultural Patterns

Identifiers—Algeria

A survey of the status of language usage in Algeria begins with an overview of the usage patterns of Arabic, the Berber languages, and French. The country's return to Arabic as its official language after independence from France in 1962 is discussed along with the resultant language planning, issues of language of instruction at the elementary, secondary, and higher education levels, and a recent resurgence of interest in the Berber languages. A matrix follows that rates Arabic, the Berber languages as a group, and French on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) their status in literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by English speakers.

Explanatory notes give the number and population percentages using the languages, the type of alphabets used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 773 FL 014 546

Robson, Barbara
U.S.S.R.: Country Status Report.
Center for Applied Linguistics, Washington, DC.
Language/Area Reference Center.

Pub Date—Sep 84

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Armed Forces, Armenian, Azerbaijani, Baltic Languages, Bielorussian, Bilingualism, Caucasian Languages, Elementary Secondary Education, Estonian, *Foreign Countries, Higher Education, Industry, Kirghiz, Language Maintenance, Language of Instruction, Language Planning, Language Role, Language Standardization, *Language Usage, Latvian, Lithuanian, Mass Media, Monolingualism, *Official Languages, Political Influences, Public Policy, Rumanian, *Russian, *Slavic Languages, Sociocultural Patterns, Tajik, *Turkic Languages, Ukrainian, Uzbek

Identifiers—Rumanian (Moldavian), Turkmen, *USSR

A survey of the status of language usage in the Soviet Union begins with an overview of patterns of usage of Russian, Ukrainian, Uzbek, Belorussian, Azerbaijani, Kazakh, Armenian, Georgian, Lithuanian, Moldavian (Romanian), Tajik, Turkmen, Kirghiz, Latvian, and Estonian. The stability of these languages is discussed in the context of centralized efforts to make all non-Russian U.S.S.R. citizens bilingual in Russian, with the use of Russian encouraged in all aspects of public life. A matrix follows that rates all of these languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) their status in literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by English speakers. Explanatory notes give the number and population percentages using the languages, the type of alphabets used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 774 FL 014 547

Christian, Donna
Singapore: Country Status Report.
Center for Applied Linguistics, Washington, DC.
Language/Area Reference Center.

Pub Date—Sep 84

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Armed Forces, Bilingualism, Elementary Secondary Education, *English, Ethnic Groups, Foreign Countries, Higher Education, Industry, Language Maintenance, Language of Instruction, Language Planning, Language Role, Language Standardization, *Language Usage, *Malay, *Mandarin Chinese, Mass Media, Monolingualism, *Official Languages, Political Influences, Public Policy, Sociocultural Patterns, *Tamil

Identifiers—Singapore

A survey of the status of language usage in Singapore begins with an overview of patterns of usage of Malay, English, Mandarin Chinese, and Tamil. The function of English as a primary language along with the official language, Malay, is discussed, along with the history of the dominance of English since Singapore's role as a British colony despite widespread multilingualism. A matrix follows that rates all of these languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in

adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) their status in literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by English speakers. Explanatory notes give the number and population percentages using the languages, the type of alphabets used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 775 FL 014 548

Bruhn, Thea C.
Zimbabwe: Country Status Report.
Center for Applied Linguistics, Washington, DC.
Language/Area Reference Center.

Pub Date—Sep 84

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *African Languages, Armed Forces, Bilingualism, Elementary Secondary Education, *English, Ethnic Groups, Foreign Countries, Higher Education, Illiteracy, Industry, Language Maintenance, Language of Instruction, Language Planning, Language Role, Language Standardization, *Language Usage, Mass Media, Monolingualism, *Official Languages, Pidgins, Political Influences, Public Policy, *Shona, Sociocultural Patterns

Identifiers—Ndebele, *Zimbabwe

A survey of the status of language usage in Zimbabwe begins with an overview of the usage patterns of English, Shona, and Ndebele, focusing on communication between ethnic and language groups, the decline in native English speakers and increase in English usage, political issues, educational requirements for languages, illiteracy, and the media. A matrix follows that rates all of these languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) their status in literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by English speakers. Explanatory notes give the number and population percentages using the languages, the type of alphabets used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 776 FL 014 549

Bruhn, Thea C.
Zaire: Country Status Report.
Center for Applied Linguistics, Washington, DC.
Language/Area Reference Center.

Pub Date—Sep 84

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *African Languages, Armed Forces, Bantu Languages, Bilingualism, Elementary Secondary Education, Ethnic Groups, *French, Foreign Countries, *French, Higher Education, Illiteracy, Industry, Language Maintenance, Language of Instruction, Language Planning, Language Role, Language Standardization, *Language Usage, Lingala, Mass Media, Monolingualism, *Official Languages, Political Influences, Public Policy, Sociocultural Patterns, *Swahili

Identifiers—Chiluba, *Zaire

A survey of the language usage patterns in Zaire begins with an overview of usage of French as the official language and Swahili, Lingala, Chibwa, and Kikongo as the four national languages used both in their respective regions and as part of the mixture of languages used for official and unofficial communication purposes. The systematic study of the languages and development of orthographies and some standardized dialects during French colonization, and recent trends in language policy and preservation are outlined. A matrix follows that rates each of these languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing and populace; (4) use in armed

forces; (5) use in government, court, and diplomatic communications, written and oral; (6) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (7) use in the popular press, radio and television broadcasting, and film; (8) business and professional use, written and oral; (9) use in intellectual circles; (10) the alphabet situation; (11) their status in literature; (12) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by English speakers. Explanatory notes give the number and population percentage using the languages, the type of alphabets used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 777

FL 014 550

McFeren, Margaret
South Africa: Country Status Report.
Center for Applied Linguistics, Washington, DC.
Language/Africa Reference Center.

Pub Date—Sep 84

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *African Languages, *Afrikaans, Armed Forces, Bantu Languages, Bilingualism, Elementary Secondary Education, *English, Ethnic Groups, Foreign Countries, Higher Education, Industry, Language Maintenance, Language of Instruction, Language Planning, Language Standardization, *Language Usage, Mass Media, Monolingualism, *Official Languages, Political Influences, Public Policy, Racial Segregation, Siswati, Sociocultural Patterns, *Tribes

Identifiers—Northern Sotho, Pedi, *South Africa, Southern Sotho, Tsonga, Tswana, Venda, Xhosa, Zulu

A survey of the status of language usage in South Africa begins with an overview of the distribution among the population of the official languages, Afrikaans and English, and the principle languages of the Black majority: Zulu, Xhosa, Tswana, Northern Sotho (Pedi), Southern Sotho, Tsonga, Swazi, and Venda. The influence of apartheid policy on language use and the development of bilingualism are outlined. A matrix follows that rates each of the languages on: (1) their usage rating using State Department classifications; (2) increase and decrease trends by the year 2000; (3) chief of state use in addressing the populace; (4) use in armed forces, government, court, and diplomatic communications, written and oral; (5) use as a language of instruction or required language in higher education, on the secondary and elementary levels, and in adult education; (6) use in the popular press, radio and television broadcasting, and film; (7) business and professional use, written and oral; (8) use in intellectual circles; (9) the alphabet situation; (10) their status in literature; (11) use in public signs and notices; and (12) the availability of instructional materials and dictionaries for use by English speakers. Explanatory notes give the number and population percentages using the languages, the type of alphabets used, and specific instructional material titles. A selected bibliography is also included. (MSE)

ED 247 778

FL 014 593

Gasmer-Roberts, Sigrid Brislan, Patrick
A Controlled, Comparative and Evaluative Study of a Suggestopedic German Course for First Year University Students.

Pub Date—[11 May 84]

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Classroom Techniques, *College Second Language Programs, Course Descriptions, Course Evaluation, Foreign Countries, *German, Higher Education, Music Appreciation, *Second Language Instruction, *Student Attitudes, Teaching Methods, *Testing, Time Factors (Learning)

Identifiers—*Suggestopedia, University of Adelaide (Australia)

The progress of three groups of university students enrolled in a first-year German course was evaluated after one completed academic year. The achievements of two control groups, a day and an evening class taught by conventional methods, were compared with those of an experimental group taught using suggestopedic methods. Additionally, for the experimental group a variety of music examples representing different styles and genres was in-

troduced to determine the acceptance and effect of works other than those of the baroque era not yet evaluated in available research. Proficiency in German was measured by a number of tests: mid-year written, end-of-year written and oral, and an objective test. The experimental group was tested more frequently, according to suggestopedic principles. Further response from each group was sought through a general questionnaire, and the experimental group completed a music questionnaire. Analysis of the data revealed that the suggestopedic method produced better results in terms of German language achievement, student attitudes, and time invested to achieve set goals. (Author/MSE)

HE

ED 247 779

HE 016 597

Doucette, Donald S.

Higher Education in the United States.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-3-102045-5

Pub Date—82

Note—85p.

Available from—European Centre for Higher Education, United Nations Educational, Scientific, and Cultural Organization, 39 Stirling Voda, Bucharest, Romania.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Administration, College Admission, College Role, Degrees (Academic), *Educational Finance, *Enrollment Trends, Financial Support, *Governance, Government School Relationship, *Higher Education, School Organization, Student Financial Aid

Identifiers—*United States

Issues concerning higher education in the United States are considered, with attention to historical developments; functions and objectives; types of institutions and degrees; internal and external organization; finance; admissions, access, and financial assistance; student and faculty characteristics; distance and recurrent education; international education; and future prospects. It is noted that the U.S. system of higher education engages in three main functions: teaching, research, and public service. Differences among research universities, doctoral-granting universities, and liberal arts colleges are identified, based on the Carnegie Classification of Institutions of Higher Education. Topics discussed include the following: the dynamics of the internal governance of colleges, including the formal and functional authority relationships; the context within which the internal governance structure is embedded; the external control of institutions by individual boards of control and statewide coordinating agencies and governing boards; the role of the Federal Government in higher education; financial support by state governments of public higher education; federal financial aid for students, research, and facilities construction; and open, selective, and competitive admissions. Appendices include a list of U.S. higher education associations and data on: enrollments, degrees, school funds, student financial aid, student goals, and student majors. (SW)

ED 247 780

HE 016 923

Understanding the Process: Financial Responsibilities of Governing Boards. User's Manual.

Association of Governing Boards of Universities and Colleges, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—Kelllogg Foundation, Battle Creek, Mich.

Pub Date—80

Note—12p.; The slide show presentation that this manual was designed to accompany is no longer available. The same material is currently distributed on a filmstrip; this manual may be adapted for use with the filmstrip. For a related document, see ED 238 382.

Available from—Association of Governing Boards of Universities, One Dupont Circle, Suite 400, Washington, DC 20036 (filmstrip may be rented \$30.00 for AGB member, \$50.00 for non-members—or purchased for \$100.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Administrator Responsibility, Audio-visual Communications, *Budgeting, *College Administration, Educational Finance, *Financial Policy, *Governing Boards, Higher Education, Information Needs, *Inservice Education, Operating Expenses, *Reports, School Funds, Slides, Trustees, Workshops

A supplement to a slide presentation on financial responsibilities of governing boards, suitable for use at a trustee workshop, is presented. A flow of funds model which depicts the five major financial zones (acquisition, allocation, current fund, plant fund, and endowment and similar funds) is the visual device used through the presentation. Questions are posed to suggest ways in which financial reporting systems can be strengthened to provide board with the information they need at key points within the institutional flow of funds. Suggested uses for the slide show are discussed, with attention to the audience and the setting (committee meetings, trustee workshop or retreat, and regular meeting of the board as a whole). Equipment and related considerations are also addressed. Finally, the script of the presentation is provided. (SW)

ED 247 781

HE 017 097

Eshiwani, George S.

A Study of Women's Access to Higher Education in Kenya with a Special Reference to Mathematics and Science Education.

Kenyatta Univ. College, Nairobi (Kenya). Bureau of Educational Research.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—[83]

Grant—DAP-779-0836

Note—84p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Academic Aspiration, Access to Education, Articulation (Education), *College Attendance, Elementary Secondary Education, Enrollment Trends, *Females, Foreign Countries, Higher Education, *Majors (Students), *Mathematics Education, *Science Education, Sex Discrimination

Identifiers—*Kenya

Results of a study of women's access to higher education in Kenya, especially in the areas of science and mathematics, are presented. Forty secondary school teachers completed a questionnaire, and women students studying science and science-based subjects were interviewed. Enrollment at the elementary, secondary, and college levels and the questionnaire and interview responses were examined. Five major school factors were considered: sex-role stereotyping, previous academic achievement, instructional methods, facilities, and teachers. Attitudes toward science were assessed, including self-confidence, career interests, and expectations. The influence of socioeconomic status and parents' education and background was also investigated. It was found that women were underrepresented in higher education and in science and mathematics education and that they also underachieved in these fields. It is suggested that the structure of the school curriculum, its content, and methods influence the enrollment and achievement of females in science. Twelve recommendations to increase the participation of female students in science education are offered; most of these recommendations concern the secondary level. Data are provided on enrollment trends for males and females by educational level, women's majors, and sex differences in science examinations. (SW)

ED 247 782

HE 017 098

Eshiwani, George S.

Who Goes to University in Kenya? A Study of Social Background of Kenyan Undergraduate Students.

Kenyatta Univ. College, Nairobi (Kenya). Bureau of Educational Research.

Pub Date—Jan 83

Note—36p.; Light print throughout document.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, College Attendance, *Educational Background, *Family Characteristics, Foreign Countries, Higher Education, *Occupational Aspiration, *Student Characteristics, *Undergraduate Students

Identifiers—*Kenya

The social and educational background and the educational and occupational aspirations of undergraduate students in Kenya were studied. The study

sample consisted of 232 male and 210 female undergraduate students at Kenyatta University College. A questionnaire was administered to determine: students' characteristics including sex, age, marital status, religion, home province, number of children for married students, birth order of the student, incidence of disability, and orientation to town life; family background, including parents' education, father's occupation, source of school fees, number of children in the family, support for younger siblings, and level of education of younger siblings; educational background, including school type and location, average class size, and academic performance; educational aspirations and expectations concerning the choice of study field and level of education desired; and occupational aspirations, including reasons for entering the teaching profession. The results indicate various educational, social, and personal characteristics that affect achievement levels and patterns of the college students. (SW)

ED 247 783 HE 017 209
Comparative Approaches to Higher Education—Curriculum, Teaching, and Innovations in an Age of Financial Difficulties. Reports of the Hiroshima/OECD Meetings of Experts.
 Hiroshima Univ. (Japan). Research Inst. for Higher Education.
 Pub Date—83

Note—248p.; Papers include those from the RIHE Annual Study Meetings, (10th, October 1981, and 11th, November 1982), the International Hiroshima Seminar on Asian Higher Education (January 1982), the International Seminar on Higher Education in the Age of Financial Difficulties (Hiroshima and Tokyo, November 1982) and the 1982 OECD/CERI International Seminar.

Available from—Hiroshima University, Research Institute for Higher Education, 1-1-89, Higashienda-machi, Naka-ku, Hiroshima City, Japan 730.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC10 Plus Postage.
 Descriptors—Adult Education, *College Curriculum, *College Instruction, College Role, *Comparative Education, *Educational Innovation, *Financial Problems, Foreign Countries, Higher Education, International Educational Exchange, Open Universities

Identifiers—China, Great Britain, Japan, Korea, Thailand, United States

Academic activities undertaken during 1981-1982 by member countries of the Organization of Educational Cooperation and Development are reported in 21 articles. The following topics are addressed: higher education in the international age, curriculum and teaching, reforms and innovations, open universities and adult education, and higher education during financially difficult times. Titles and authors include the following: "The Role of the University in International Understanding" (Michio Nagai); "Who Owns the University Curriculum?" (A. H. Halsey); "Pilot Institutes for Higher Education Reform in Korea" (Jeung Rhee); "Innovations in American Higher Education: Curriculum and Teaching" (Philip G. Altbach); "Improvements in College Teaching in the United Kingdom" (Roy Joseph Cox); "Reforms in Chinese Higher Education" (Cheng Su); "Innovation of Higher Education in Japan: The Case of the University of Tsukuba" (Sho Takakura); "Sukhothai Thammathiraj-Thai-land's Open University" (Iam Chaya Ngam); "Adult Learning in Japanese Higher Education" (Masakazu Yano); "Japanese Higher Education in an Age of Financial Difficulties" (Morikazu Ushio); and "Higher Education in the Age of Financial Difficulties" (Paul L. Dressel). (SW)

ED 247 784 HE 017 215
Seldin, Peter
Changing Practices in Faculty Evaluation.
 Report No.—ISBN-0-87589-601-4
 Pub Date—84
 Note—222p.

Available from—Jossey-Bass, Inc., Publishers, Department 62425, P.O. Box 62000, San Francisco, CA 94162-0425 (\$15.95).

Pub Type—Books (010) — Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*College Faculty, *Court Litigation, *Educational Change, *Employment Practices, *Faculty Evaluation, Higher Education, *Person-

nel Policy, Program Development, Records (Forms), Teacher Responsibility

A guide to understanding and improving faculty evaluation procedures at all types of colleges and universities is presented. The causes of today's crisis in higher education and survival strategies are reviewed, and the search for solvency is related to major changes in assessing faculty performance. The proliferation of court challenges to administrative decisions on promotion, tenure, retention, and the extension of civil rights legislation to faculty evaluation programs, are also examined. In addition to reviewing a 1983 study of policies, practices, and attitudes toward faculty evaluation at 615 public and private liberal arts colleges, comparisons are made to 1978 and 1973 studies of this topic. Key changes are illustrated by 31 tables and graphs. Commentaries of seven prominent educators on changing practices revealed by the 1983 study and the implications for higher education are provided, and their projections of faculty evaluation for the year 2000 are also offered. Finally, the steps for constructing successful faculty evaluation programs are detailed, and consideration is given to: faculty evaluations by students, colleagues, the teachers themselves; and evaluating the teacher's institutional and community service responsibilities. Faculty appraisal forms are included. (SW)

ED 247 785 HE 017 362

Green, Joseph S. Ed. And Others
Continuing Education for the Health Professions. Developing, Managing, and Evaluating Programs for Maximum Impact on Patient Care.
 Association of American Medical Colleges, Washington, D. C.

Report No.—ISBN-0-87589-604-9
 Pub Date—84

Note—465p.

Available from—Jossey-Bass, Inc., Publishers, Department 62425, P.O. Box 62000, San Francisco, CA 94162-0425 (\$25.95).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Adult Learning, *Allied Health Occupations Education, Clinical Teaching (Health Professions), Dentists, Educational Needs, Educational Objectives, *Educational Quality, Education Work Relationship, *Health Personnel, Higher Education, Learning Motivation, Management Information Systems, Medical Education, *Medical Services, Needs Assessment, Nurses, Pharmacists, Physicians, *Professional Continuing Education, Program Administration, *Program Development, Public Health, Records (Forms), Self Evaluation (Groups), Standards

Identifiers—*Continuing Education Systems Project (AAMC)

Advice on making continuing education (CE) responsive to the practice needs of professionals in medicine, dentistry, nursing, pharmacy, allied health, and public health is provided in 16 chapters. Attention is directed to: establishing realistic goals, tailoring programs to specific needs, recruiting subject matter experts, evaluating programs and making improvements, supporting self-directed learners, and applying new knowledge in improving patient care. As introduction, the context for the Continuing Education Systems Project is described, with attention to the conceptual model of CE. Each of 137 quality elements in CE are defined, and applications to the operations of CE are described. These elements are based on findings about how adult health professionals learn and also on motivational theories. Additional topics include: information-seeking behaviors of a group of Michigan family physicians; the history of continuing medical education; CE provider unit roles; the educational development process, specifically needs assessment, program design and evaluation; decisionmaking in the CE provider unit; a strategic management approach to leadership; management information systems; and systems for assuring quality. Checklists, tables, and sample forms are provided to aid in each stage of program development. (SW)

ED 247 786 HE 017 371

Blanton, Jack C. And Others
Improving Responsiveness to Fiscal Stress: The Kentucky Experience.

Pub Date—June 84
 Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036.

Journal Cit—Business Officer; p22-25 Jun 1984
 Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Administration, Community Colleges, Governance, Government School Relationship, Higher Education, *Purchasing, *School Accounting, *School Construction, *State Colleges, *State Legislation

Identifiers—*Kentucky

Kentucky legislation that has restructured the business management of the state's public colleges and universities is discussed. Attention is directed to: conditions in Kentucky prior to the passage of H.B. 622; the events surrounding the development of the legislation; the effects of the legislation on Kentucky's eight universities and 13 community colleges; conditions that could jeopardize the effects of the legislation; and the implication for other states of Kentucky's changes. After reviewing conditions in universities management that were common in Kentucky, the following areas affected by the legislation are examined: purchasing, capital construction, accounting and auditing, payroll, and affiliated corporations and foundations. It is noted that one effect of H.B. 622 has been the increasing decentralization of higher education administration. Institutional governing boards rather than the state department of finance are now accountable for institutional operations. Another effect of the legislation is that state officials have reassessed their views concerning the ability of institutions to manage their own operations. Prerequisites for passage of H.B. 622 are addressed, and an important implication is cited as "the value of cooperation among the various sectors of state higher education." (SW)

ED 247 787 HE 017 372

Weldon, Albert R. Jr. And Others
The On-Line Audit Revisited: Yale University.

Pub Date—June 84
 Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036.

Journal Cit—Business Officer; p17-21 Jun 1984
 Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accountability, *College Administration, Educational Finance, Federal Aid, Federal Regulation, Higher Education, *Money Management, *Online Systems, *School Accounting

Identifiers—*Audits, *Yale University CT

Yale University's on-line examination of accounting and administrative systems is discussed. Program goals are to review financial management systems at the university to identify weaknesses in internal controls, and to fulfill all audit requirements of federal grants and contracts. After outlining the quarterly audit cycle, advantages of the following features of the Yale approach are identified: current transactions are audited; auditing is performed by the university audit staff; the effort is directed by an oversight committee made up of representatives of the university, the federal government, and the university's public accounting firm; external auditors supplement the examination with work they perform during their annual financial statement audit; the university develops its own specially tailored audit programs to focus greater attention on the areas of potential risk; and an in-depth review of each system that controls sponsored projects is conducted. Administrative and financial controls are identified, along with indirect costs. Benefits in the first year on the on-line audit approach and the future of the project are discussed. It is noted that the experimental audit at the university has demonstrated the importance of coordinating external, internal, and government auditing sources in total. Information on General Accounting Office standards for audit is included. (SW)

ED 247 788 HE 017 377

McDonald, Rod Roe, Ernest
Reviewing Departments. Green Guide No. 1.
 Higher Education Research and Development Society of Australasia, Sydney. (Australia).

Report No.—ISBN-0-908557-03-5
 Pub Date—84

Note—34p.

Available from—Higher Education Research and Development Society of Australasia, T.E.R.C.,

University of New South Wales, Kensington, New South Wales, Australia 2033 (\$3.00, Australia).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Strategies, College Instruction, *College Programs, Data Analysis, Data Collection, *Departments, Guidelines, Higher Education, Information Needs, Institutional Research, *Program Evaluation, Research Projects
Guidelines for conducting departmental reviews are presented to help review panels, departments being reviewed, and administrators. In planning a review, the following considerations are important: the purpose of the review and the terms of reference, the organization of the review and who will conduct it, and the information that will be obtained. Terms of reference include: the quality of the curriculum and instruction; the quality of research development/professional activities within the department; the adequacy of facilities, funds, administration, policies, and support structures; and the adequacy of liaisons between the department and the institution and other departments and groups. The following specific steps of the review are discussed: appointing a review panel, making the terms of reference operational, locating and assembling existing documentation relevant to each term of reference, determining other information that is needed, collecting the data, analyzing and interpreting the findings, producing the draft and final reports, initiating action on study recommendations, and establishing procedures for monitoring progress. Guidelines for institutional policy concerning departmental and school reviews are included. (SW)

ED 247 789 HE 017 378

Sadler, D. Royce

Up the Publication Road. Green Guide No. 2. Higher Education Research and Development Society of Australasia, Sydney, (Australia).

Report No.—ISBN-0-908557-04-3

Pub Date—84

Note—41p.

Available from—Higher Education Research and Development Society of Australasia, T.E.R.C., University of New South Wales, Kensington, New South Wales, Australia 2033 (\$3.00, Australia).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Authors, Editing, Guidelines, Higher Education, *Publishing Industry, *Scholarly Journals, *Writing for Publication
Identifiers—*Faculty Publishing

Guidelines concerning publishing in scholarly journals, with emphasis on internationally known journals, are provided. Much of the information applies to the social sciences and education and, to a lesser extent, to the humanities. An overview of the workings of the publication enterprise is included for the new author, along with a list of 10 reasons for publishing. Attention is directed to the main types of articles, journals, and publishers; the roles of editors and copy editors; and common procedures and requirements for publishing in the journals. Copyrights, clearances, and charges for the author are also covered. Manuscript production is considered, with attention to writing the article and the abstract, developing the title, using nonsexist language, footnotes, references and the bibliography, word processing, and internal review. Additional topics include submitting the article to the journal, submitting an article to other journals if it is rejected by the first, galley and page proofs, offprints, and grievances. A checklist summarizing major points about manuscript preparation is presented that covers substantive, literary, and mechanical aspects of the process. (SW)

ED 247 790 HE 017 382

Copeland, William, Ed. And Others

Finnish-American Academic and Professional Exchanges: Analyses and Reminiscences.

Foundation for Research in Higher Education and Science Policy, Helsinki (Finland); United States Education Foundation in Finland.

Report No.—ISBN-951-9252-29-0

Pub Date—15 Sep 83

Note—107p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Programs, Foreign Countries, Higher Education, *Intellectual Disciplines, *International Educational Exchange, International Relations, Scholarship, *Study Abroad, *Teacher Exchange Programs
Identifiers—*Finland, *United States

The origins, evolution, and current state of Finnish-American academic and professional exchange are reviewed. Personal evaluations by Finnish scholars are provided as follows: "Scholarly Exchanges with Finland: The Benefits to the United States" (Allan A. Kuusisto); "Finnish-American Academic and Professional Exchanges, A History" (Yrjö Blomstedt); "The Implementation of Finnish-American Academic and Professional Exchanges" (Juha Vuorinen, Iris Heikkonen). In addition, views of scholars on specific disciplines are provided: Humanities (Lars Hulten); Philosophy (Jaakko Hintikka); Social Sciences (Erik Alldard, Krister Stahlberg); Natural Sciences (Kaarle Hartiala, Olli Lehto); Mathematics (Lars Ahlfors); Physical Chemistry (Jouko Koskikallio); Physical Organic Chemistry (Olavi Virtanen); Biochemistry and Molecular Biology (Veikko Nurmikko); Medical Biochemistry (Pekka Maenpää); Plant Anatomy and Physiology (Sirikka Kupila-Ahvenniemi); Medicine (Kaarle Hartiala, Lauri Saxon); Physics and Technology (Jorma Routti); Agriculture, Forestry, and Food and Nutritional Sciences (Risto Ihmuntala, Paavo Riihinen, Pekka Koivisto, Juhani Pallasmaa). Perspectives on visiting, teaching, or studying in Finland are also provided by three American scholars (Marc Treib, Allan M. Winkler, and Ray Marshall). (SW)

ED 247 791 HE 017 386

Strategy for the Eighties: High Technology Industrial Development.

Kansas State Dept. of Economic Development, Topeka.

Spans Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date—Sep 82

Note—144p.; Prepared by the Planning and Community Development Division.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Role, Geographic Location, Government Role, Higher Education, *Industry, Questionnaires, *Research Needs, *School Business Relationship, *State Action, *Technological Advancement
Identifiers—*Kansas

The need for high technology development in Kansas is assessed, with attention to community considerations and the roles of universities and state government in fostering technology development and community considerations. After defining a high technology industry, technologically innovative industries are identified, and influences on the location of high technology plants are considered. University concerns include: the benefits of high technology development to industry and university, the research capabilities of Kansas academic institutions and the nature of research support, the types of research specialization, and what Kansas universities must do to attract high technology. Considerations for communities that wish to attract high technology industries include: benefits to the community, standards that a community should meet, and the specific communities that have high potential to attract high technology industries. The history of research and technology development in Kansas is briefly reviewed, and the involvement of other states in high technology industries is discussed. The questionnaire used to survey high technology industries is appended, along with brief descriptions of activities employed by various states to encourage technology innovation, including an "R&D Scorecard" from "Business Week." (SW)

ED 247 792 HE 017 387

Bondarenko, E. G. And Others

Higher Education in the Byelorussian SSR. Monographs on Higher Education.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-3-102187-7

Pub Date—83

Note—68p.

Available from—European Centre for Higher Education, United Nations Educational, Scientific, and Cultural Organization, 39 Stirling Voda, Bucharest, Romania.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Admission, College Faculty, *College Role, College Students, Educational History, *Education Work Relationship, Foreign Countries, Governance, *Higher Education, Industry, International Educational Exchange, Professional Continuing Education, *Research Needs, School Business Relationship, *School Organization
Identifiers—*USSR (Byelorussia)

Higher education in the Byelorussian Soviet Socialist Republic (BSSR) is described, including the system's history, current conditions, functions, and structure. The particular shape of the Byelorussian higher education is in part due to the fact that it only came into being as a system after the revolution of 1917, meaning that from the beginning all institutions were fully integrated into the general planning system of the country. The institutions form a network of various orientations, and cover the main branches of the economy, science, technology, and culture (e.g., economic institutes, institutes of art and culture). Capable college applicants are admitted on the basis of competitive examination and school academic performance, although students wishing to study some important fields do not have to take entrance examinations. Full-time, evening, and correspondence courses are offered. The average length of full-time programs is 5 years, with full-time students attending classes 6 days a week for 6 hours each day. Research at colleges is directed to national economic concerns, instructional improvement, and the scientific and technical development of BSSR. Colleges cooperate with industry and scientific institutions to jointly solve problems. The document provides information on teachers, students, the training of specialists and their assignment to jobs, continuing professional education, and international educational exchange. (SW)

ED 247 793 HE 017 388

Burillo, Peter

Higher Education and Economic Development in Europe, 1975-1980 (A Statistical and Economic Study) = L'enseignement supérieur et le développement économique en Europe, 1975-1980 (étude statistique et économique). Volume I.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-3-002242-X

Pub Date—83

Note—172p.

Available from—European Centre for Higher Education, United Nations Educational, Scientific, and Cultural Organization, 39 Stirling Voda, Bucharest, Romania.

Language—English; French

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Age Groups, College Students, Comparative Analysis, *Enrollment Trends, Females, *Foreign Countries, *Foreign Students, *Higher Education, Labor Supply, Majors (Students), *Population Trends

Identifiers—Canada, *Europe, *North America, United States

Information on higher education in 33 European countries, the United States, and Canada is provided in narrative and statistical form, in both English and French. In addition to covering the 1970-1975 period, comparative information for 1960-1980 is presented. For each country, areas of consideration include: population trends; the level of education attained by the adult population; work fields of the labor force; unemployment trends; the Gross National Product (GNP) per capita; expenditure on education as percent of GNP; enrollment trends; distribution of enrollments by types of curricula and fields of study and by level; distribution of students by age groups; enrollment trends for female students; and part-time enrollments in comparison to total enrollments. Information is included on the number of foreign students studying in France, the U.S.S.R., East Germany, the United Kingdom, Italy, Switzerland, Sweden, Belgium, and Austria. Data on the country of origin for foreign students is also provided. (SW)

ED 247 794 HE 017 389

Higher Education and Research in Finland.

Ministry of Education, Helsinki (Finland).

Report No.—ISBN-951-46-6970-3

Pub Date—83

Note—46p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Administration, College Faculty, College Programs, *College Students, Elementary Secondary Education, *Foreign Countries, *Higher Education, School Organization, *Scientific Research

Identifiers—*Finland

Higher education and research in Finland are discussed, with attention to Finnish society, the general structure of the Finnish education system, the higher education system, and scientific research. Specific concerns include the following: the social system, the demographic and economic structure, the comprehensive school, secondary education and vocational education, adult education, central educational administration, higher education administration, the quantitative and regional framework of the higher education system, higher education resources, the teaching staff, the degree system, postgraduate education, supplementary education, summer universities, the open university, student selection, student organizations, and student life (e.g., financial aid, health care, accommodations). Research considerations include science administration, science policy, the position of the higher education institutions in research and development work, and activities supporting research. (SW)

ED 247 795

HE 017 390

Robertson, Adelle F.

Address Delivered at the Awards Luncheon, Annual Conference, National University Continuing Education.

Pub Date—16 Apr 84

Note—13p; Paper presented at the Annual Conference of the National University Continuing Education Association (69th, Atlanta, GA, April 14-18, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conferences, *Continuing Education, *Experiential Learning, Government School Relationship, *Higher Education, *Liberal Arts, *Lifelong Learning, Professional Associations, *School Business Relationship

Four observations concerning continuing education in colleges and universities are discussed in this address by the president of the National University Continuing Education Association (NUCEA): lifelong learning, the coupling of theory and practice, involvement with the liberal arts core, and the importance of continuing education conference operations. A university oriented toward lifelong learning needs to accommodate part-time study, both off and on campus. In order to test theoretical concepts, colleges will have to meet face-to-face with industry, military, and social agencies, and government. Involvement with the academic core of the liberal arts is essential for continuing education to have status and stature on campus. The atmosphere of continuing education conferences is important to promoting positive exchanges. Factors that have contributed to improvement in the Board of the NUCEA include continuity within the presidencies, the commission and review of position papers, and increasing involvement in external relationships with other continuing education associations. (SW)

ED 247 796

HE 017 392

Rhodes, Frank H. T.

Statement before the Committee on Science and Technology, U.S. House of Representatives, on Behalf of the Association of American Universities, National Association of State Universities and Land-Grant Colleges, American Council on Education, Association of Graduate Schools, and Council of Graduate Schools.

Pub Date—4 May 84

Note—31p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Equipment Maintenance, *Facility Improvement, Federal Aid, Financial Problems, *Government Role, Government School Relationship, *Graduate Study, Hearings, Higher Education, Industry, *Laboratory Equipment, Position Papers, Program Costs, *Researchers, *Research Needs, Research Projects, School Business Relationship, Universities

Identifiers—*Research Universities

The needs of research universities are discussed in a statement before Congress, with attention to graduate education, young researchers, research instrumentation, and research facilities. The increasing overhead costs associated with doing research are also addressed, along with the appropriate federal role in fostering university/industry partnerships. There is a serious shortage of graduate students in certain fields, and federal support for graduate education has been substantially reduced. Difficulties face young researchers in their careers. Out-of-date research equipment is also a concern, as the most serious problem facing research universities is deteriorating research laboratories. The six major research agencies of the government should cooperatively address these priority areas facing research universities. Some of the issues are illustrated by the experience at Cornell University. (SW)

ED 247 797

HE 017 395

Research Planning and Organization in Sweden.

Fact Sheets on Sweden.

Swedish Inst., Stockholm.

Pub Date—Nov 83

Note—6p; Document contains small print.

Available from—Swedish Institute, Box 7434, S-103 91 Stockholm, Sweden.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cooperative Programs, Foreign Countries, *Government School Relationship, Higher Education, *Public Policy, *Research and Development Centers, *Research Projects, *Universities

Identifiers—Research Universities, *Sweden

Swedish research policy and organization, research areas, university research institutes, and international research and development. (R&D) cooperation are discussed. Swedish research policy may be characterized as sectorized, decentralized, and pluralistic. The governmental bodies responsible for research direction include the Ministry of Education and research councils. One research area of special interest is research on environmental conservation and pollution abatement. Technical R&D has been assigned a high priority. Government funds are channeled to collective research (i.e., research programs that are jointly financed by private enterprise and the government). The universities are used as much as possible for research commissioned by the official sectoral bodies, and to some extent for research under contract to the business community. In addition, a number of independent, state-run research institutes exist. In the Swedish research system, the academies have an independent status in their traditional role as promoters of research and science in different disciplines. Sweden is involved in international teamwork for coordinated research programs. (SW)

ED 247 798

HE 017 396

Higher Education in Sweden. Fact Sheets on Sweden.

Swedish Inst., Stockholm.

Pub Date—Jan 83

Note—6p; Document contains small print.

Available from—Swedish Institute, Box 7434, S-103 91 Stockholm, Sweden.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Admission, College Faculty, *Educational Change, Foreign Countries, *Government School Relationship, Graduate Study, *Higher Education, *School Organization, *Student Financial Aid, Undergraduate Study

Identifiers—*Sweden

Swedish higher education is discussed with attention to reforms, the structure of higher education, study programs, entrance requirement and admissions, postgraduate studies, economic resources, student unions, and student financial aid. Educational reform created a unified higher education system, combining institutions that had previously been administered separately. Additional reform measures include broadened student recruitment, offering evening courses and distance education, adapting educational offerings to labor market conditions, and decentralizing decisionmaking. In Sweden all institutions of higher education are central government agencies. A new feature of Swedish higher education administration is the six regional boards. Undergraduate education is organized into program committees, while postgraduate education and research are organized into faculties. Student

financial aid consists of nonrepayable grants plus larger repayable loans. General and local study programs and grading practices are addressed in the fact sheet, along with general and special admissions requirements for undergraduate and postgraduate studies. Higher education budgeting and duties of teachers are also briefly discussed. (SW)

ED 247 799

HE 017 397

Hardee, Melvenc Draheim, Ed.

1984-2008. Predictions for Higher Education.

From the 25th Anniversary Colloquium. [Proceedings].

Florida State Univ., Tallahassee. Inst. for Studies in Higher Education.

Pub Date—84

Note—61p.

Available from—Institute for Studies in Higher Education, College of Education, Florida State University, 113 Stone Building, Tallahassee, FL 32306.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Black Colleges, College Faculty, Educational Trends, *Futures (of Society), Government School Relationship, *Higher Education, National Organizations, Prediction, *Private Colleges, Professional Associations, School Business Relationship, *State Universities, Technical Institutes, Trend Analysis, *Two Year Colleges

Predictions on higher education for 1984-2009 are presented in the proceedings of a colloquium of the Institute for Studies in Higher Education of Florida State University. Presentations were made at the colloquium by 10 graduates of the university whose current positions represent administration-management, instruction, research, and student services. Colloquium presentations and authors include the following: "The Comprehensive State University" (John L. Blackburn); "The Professoriate" (Annette Gibbs, Terry E. Williams); "Private Higher Education" (James Oliver); "The Two-Year Community-Junior College" (Ruth A. Douglas); "The Historically Black Institutions" (Richard Marshall, Jr.); "The Two-Year Technical Institutes" (Georgia L. Sims); "National and Regional Organizations" (Perry Edward Anthony); "Associations and Agencies—Federal, Regional and State" (Howard L. Simmons); "The Business-Corporate Sector" (John Phillip Halstead, Lynda Brinks); "The Colloquium in Summary" (David G. Robinson); and "The Colloquium in Retrospect: Behind the Scenes" (Carl Christian Andersen). (SW)

ED 247 800

HE 017 401

Tedesco, Juan Carlos

Trends and Prospects in the Development of Higher Education in Latin America and the Caribbean. Papers on Higher Education, No. 3. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-ED-83/WS/75

Pub Date—15 Jun 83

Note—49p.

Available from—UNESCO, 7, Place de Fontenay, Paris, France 75700.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, College Role, *Developing Nations, Economic Factors, Educational Change, *Educational Trends, *Education Work Relationship, Enrollment Trends, Foreign Countries, Geographic Regions, *Higher Education, Labor Force Development, Research, Social Structure, Technological Advancement, Trend Analysis

Identifiers—*Caribbean, *Latin America

Trends in higher education in Latin America and the Caribbean, educational goals, financing of universities, and future prospects are discussed. Attention is directed to the expansion of higher education, the relationship of expansion to the social structure and to democratization, access to higher education by women, access in relation to geographical location, enrollment in different courses of study, changes in the internal structure of higher education, open universities in Latin America, the link between education and work, and the role of scientific and technological research in the university structure. In the majority of countries in the region, a large number of pupils are excluded from primary school and the first part of secondary education. Higher education applicants come mainly from the middle and upper classes. However, social differentiation is less likely to be main-

tained during continued educational expansion in the context of a productive economy. The need to stimulate research and the role of the university in this process is an obvious task for higher education in the future. The most important experiments in open higher education systems are taking place in Venezuela, Mexico, and Costa Rica. (SW)

ED 247 801 HE 017 402
Oman, Omer M.

Perspectives of the Development of Higher Education in the Arab Region from the Present to Year 2000. Papers on Higher Education, No. 4. United Nations Educational, Scientific, and Cultural Organization, Paris (France). Report No.—UNESCO-ED-83/WS/78. Pub Date—Sep 83. Note—46p.

Available from—UNESCO, 7, Place de Fontenay, Paris, France 75700.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Change Strategies, College Faculty, College Students, *Developing Nations, *Economic Climate, Educational Change, *Educational Trends, *Enrollment Trends, Foreign Countries, Futures (of Society), Geographic Regions, *Higher Education, Teacher Student Ratio. Identifiers—*Arab States

Current and future issues concerning Arab higher education are discussed, along with the structure and growth of the economy and the development of general education. Economic data for 21 Arab countries are provided for 1979 that cover the per capita national income; annual rate of growth in national income; and the share of growth by the labor force and by agriculture, industry, manufacturing, and services. Demographic data on population trends and the adult literacy ratio are also included for each country. The number of college students and teachers in 1970 and 1978 by country are examined, along with the percentage distribution of college students by type of institution, field of study, and study level in 1978. In addition, enrollment increases for primary, secondary, and college students are projected for 1980-2000. It is suggested that the Arab higher education system needs to expand research and public service functions. Changes are needed in educational objectives, structures, content, and methods. Greater attention should be paid to scientific and technological studies, and a wider geographical dispersal of colleges is needed. (SW)

ED 247 802 HE 017 403
Goel, S. C.

Higher Education in Asia and the Pacific: A Perspective Study. Papers on Higher Education, No. 5.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Report No.—UNESCO-ED-83/WS/99. Pub Date—Dec 83.

Note—74p. Available from—UNESCO, 7, Place de Fontenay, Paris, France 75700.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Role, Educational Change, Educational Innovation, *Educational Trends, *Enrollment Trends, Foreign Countries, Geographic Regions, *Higher Education, Sociocultural Patterns, *Trend Analysis. Identifiers—*Asia, Pacific Region

The development of universities in the Asian and the Pacific region to the year 2000 is discussed, with attention to probable evolution of the goals and functions of higher learning. After considering higher education within the context of the cultural and educational background of the region, innovative trends in higher education are analyzed. Trends for the coming decades, and the issues of democratization and the social responsibilities of higher education, are also addressed. Factors that influence the development of education in Asia include population trends, per capita income, and the rate of illiteracy. Data are provided on the annual average increase in enrollment during 1965-1970 and 1970-1980 in Asia, Africa, America, Europe, and Oceania; enrollment projections by sex for 1985-2000 for nine regions in Asia; enrollments by field of study for nine countries; and student teacher ratios for Asia and Oceania for 1965-1980. The experiences of various Asian countries are discussed,

with attention to the following topics: educational goals, structure and organization, curricular reform, faculty improvement, evaluation methods, distance learning, adult education, work experience programs, and research and development. The future role of universities, equality of opportunity, and educational reform are also considered. (SW)

ED 247 803 HE 017 404
Monal, Isabel And Others

Study Service: A Tool of Innovation in Higher Education. Papers on Higher Education, No. 6. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-ED-83/WS/101

Pub Date—Jan 84

Note—103p.

Available from—UNESCO, 7, Place de Fontenay, Paris, France 75700.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, College Students, *Cooperative Education, Educational Objectives, *Education Work Relationship, *Experiential Learning, *Foreign Countries, *Higher Education, *School Community Relationship. Identifiers—Brazil, Canada, Costa Rica, Cuba, Czechoslovakia, East Germany, Egypt, Guyana, India, Indonesia

Case studies of study service activities (activities that adapt higher education more closely to the community) are examined. The document describes 21 such studies, one from each of 21 countries, undertaken by college students in the community. Background information is included on the origin, conditions, and need for study service in higher education, along with principles underlying the programs and concept of study service. Trends are also described concerning the development and refinement of objectives, the growth and expanded role of study service programs, the diversity of programs, and new forms of international cooperation. After identifying problem areas regarding study service, future prospects are suggested. It is claimed that study service programs have neglected some areas of action by focusing mainly on socioeconomic objectives (rural development and public health and hygiene), and educational objectives (elimination of illiteracy, and post-elementary activities). It is recommended that attention should be directed toward broader social and cultural problems. The case study countries are: Brazil, Canada, Costa Rica, Cuba, Czechoslovakia, Egypt, East Germany, Guyana, India, Indonesia, Israel, Mali, Mexico, Mozambique, Nepal, Poland, Rumania, Union of Soviet Socialist Republics, Tanzania, the United States, and Zambia. (SW)

ED 247 804 HE 017 447
Hearing on College Costs and Federal Assistance.

Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—19 Oct 83

Note—86p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Black Colleges, Black Students, Enrollment Trends, *Federal Aid, *Financial Needs, *Financial Policy, Hearings, Higher Education, Inflation (Economics), *Low Income Groups, Middle Class Students, Position Papers, Private Colleges, State Colleges, *Student Costs, *Student Financial Aid, Tuition. Identifiers—*College Costs, Congress 98th, Higher Education Act 1965

Rising college costs and the financial burdens facing students are discussed, as a part of hearings on the reauthorization of the Higher Education Act. While funding for financial aid programs has declined or remained even, tuition for private and public colleges has increased between 28 and 30 percent. The ability of low- and middle-income families to pay the cost of a college education is at issue. Data are presented on: college costs; students' responses to increased costs; college enrollments by attendance status, student sex, and type of institution for 1973-1982; enrollments by family income level for 1972 and 1980; and enrollments by type of degree pursued and by student age, 1982. Addi-

tional topics include: the current situation for students wishing to attend private institutions and federal outlays for all kinds of student financial assistance. The lowest income student has been most affected by patterns of funding, inflation, and policy changes. High ability students are receiving aid from state, institutional, and private sources. Changes in assistance programs have a great effect on black students, who have significantly lower income as a group. Testimony on the impact of federal student aid programs on private historically black colleges is included. (SW)

ED 247 805 HE 017 448
Legislative Hearing: Regulations on the Solomon

Amendment to the Defense Act of 1983. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session on H.R. 1286 and H.R. 1567, and H.R. 1622 and H.R. 2145 (February 23, 24; March 23, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—83

Note—206p.; Some pages may not reproduce well due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Armed Forces, *Eligibility, Federal Legislation, *Federal Regulation, Hearings, Higher Education, *Legal Responsibility, Males, *Military Service, Position Papers, *Student Financial Aid, *Student Responsibility

Identifiers—Congress 98th, Department of Defense Authorization Act of 1983, Draft, *Selective Service

Hearings on the Solomon amendment regulations proposed by the U.S. Department of Education are presented. The Solomon amendment requires that any student be registered under the military's Selective Service Act in order to receive Title IV federal student assistance. H.R. 1286 and H.R. 1567 would repeal the provision of the Military Selective Service Act prohibiting the furnishing of federal financial assistance for postsecondary education to persons who have not complied with registration. H.R. 1622 and H.R. 2145 would delay the effective date for the denial of federal educational assistance to students who have failed to comply with registration requirements under the Military Selective Service Act from July 1, 1983, to July 1, 1984. Attention is directed to the following concerns: whether the proposed law agrees with congressional intent and the desire to eliminate unnecessary administrative work and paperwork for colleges; whether enforcement responsibility is allocated to postsecondary institutions rather than to the Selective Service System; whether the Selective Service System can provide timely notification to students of the completion of their registration responsibilities; and the constitutional and legal problems created by the Department's proposed rule. The texts of the bills are included. (SW)

ED 247 806 HE 017 449
Student Loan Consolidation. Joint Hearings before

the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, and the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, First Session (May 25, and June 8, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—83

Note—128p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, *Federal Aid, Hearings, Higher Education, *Loan Repayment, Program Costs, Program Evaluation, State Agencies, *Student Loan Programs

Identifiers—Congress 98th, *Debt (Financial), Guaranteed Student Loan Program, National Direct Student Loan Program, *Student Loan Marketing Association

Hearings on student loan consolidation are presented. Only the Student Loan Marketing Association (Sallie Mae) has the authority to consolidate

student loans and that authority—scheduled to expire on August 1, 1983—is being reviewed. State guarantee agencies have requested the statutory authority to consolidate loans. The findings of a study by the General Accounting Office (GAO) and the position of the Department of Education are included in the testimony. GAO studied consolidation, the current and projected costs of consolidation, the impact of loan consolidation on defaults, and the capability of the states to consolidate loans, along with potential legislative modifications affecting program expansion, interest rates, minimum loan amounts, and interest subsidies. Sallie Mae offers three repayment options to borrowers participating in the loan consolidation program—a constant, monthly repayment schedule; and two types of graduated repayment schedules. Since the program has been operating only 1 year, it is too early to assess the impact on loan defaults. Testimonies of the representatives of state guarantee agencies, Sallie Mae, and banking institutions are provided. A Sallie Mae student loan application form is included, along with instructions and supplementary information. (SW)

ED 247 907 HE 017 450

Hearings on Institutional Accreditation. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, First Session (February 8, 1983). Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date—Feb 83

Note—213p. Some pages may not reproduce well due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (100)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Agency Role, *Eligibility, *Federal Aid, *Financial Support, Hearings, *Higher Education, Peer Evaluation, Position Papers, Self Evaluation (Groups)

Identifiers—Congress 98th, Higher Education Act 1965

Hearings on the U.S. system of accrediting colleges are presented, with attention to the relationship between accreditation and the eligibility system of the Department of Education. Colleges approved by accrediting agencies become eligible to participate in federal financial aid programs, while schools that do not follow accrediting agency standards lose their eligibility for assistance. The Department has criteria and procedures to determine which national, regional, and specialized accrediting agencies should be included on its list of recognized agencies. Accreditation is largely a means of conducting nongovernmental, peer evaluation of educational institutions or programs. Cases are cited in which accrediting agencies have used their status to advance certain ends of special interest groups. It is noted that some accredited colleges have a loan default rate of 85 percent. Some representatives of higher education organizations advocate nongovernmental, voluntary institutional accreditation as the best mechanism to establish eligibility for federal funds. Enclosed materials include copies of a pamphlet on the governing board's role in accreditation and a booklet on strengthening quality in colleges. (SW)

ED 247 808 HE 017 451

Hearing on the Reauthorization of the Higher Education Act of 1965: The Federal Role in Assisting Colleges and Universities in Providing Graduate Education. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Pub Date—16 Nov 83

Note—115p. Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Career Choice, Eligibility, *Federal Aid, Fellowships, Females, *Financial Needs, Government School Relationship, *Graduate Study, Hearings, Higher Education, *Loan Repayment, Minority Groups, *Professional Education, Student Costs, *Student Financial Aid, Student Loan Programs

Identifiers—Congress 98th, Debt (Financial),

Higher Education Act 1965, Reauthorization Legislation

The federal role in helping colleges provide graduate education is considered, as part of hearings on the reauthorization of the Higher Education Act of 1965. The question of whether there is access to graduate education is addressed. Attention is directed to the following concerns: the appropriate balance between undergraduate and graduate assistance; whether existing aid programs should be expanded to include graduate students or expanded to include more graduate students; what reasonable loan balances should be established for graduate and professional school students; and the impact of the federal government's efforts to expand access of minorities and women to graduate and professional education. Based on an Educational Testing Service study, it is suggested that some graduate and professional students who borrow heavily for school may encounter substantial repayment burdens and that, as tuitions climb, it is likely that student borrowing will also increase. Additional areas of consideration include the management of loan repayments, graduate fellowships that are targeted for minorities, the effect of heavy debt burdens on career choices, and whether students are pursuing professional degrees that take a shorter time to complete and that promise a higher payoff. (SW)

ED 247 809 HE 017 452

1984 Winners of the Cost Reduction Incentive Awards. NACUBO/USSF.

National Association of Coll. and Univ. Business Officers, Washington, D.C.; United States Steel Foundation, New York, N.Y. Pub Date—84

Note—40p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Awards, *Building Operation, *College Administration, College Buildings, *Computer Oriented Programs, *Costs, *Educational Facilities Improvement, Facility Requirements, Higher Education, Improvement Programs, Incentives, Office Practice, School Maintenance

Identifiers—*Cost Reduction Incentive Awards

Abstracts of college projects that were winners of the ninth annual Cost Reduction Incentive Awards Program are presented, including 47 programs that received monetary awards and 11 that received honorable mentions. One of the three top winners was Indiana University-Purdue University at Indianapolis, which used an ultrasound device to detect improperly functioning steam traps; the school's steam trap maintenance program saves over \$285,000 annually in heating costs. Lane Community College of Eugene, Oregon, which also was a top winner, simplified a cumbersome purchase order process by issuing bank credit cards to selected staff members for material and supply purchases under \$100, resulting in savings in staff time of over \$118,000 a year. The third top winner, Linfield College at McMinnville, Oregon, used a spatter gun to apply topping compound to resurface badly scarred walks, particularly in residence halls marked by nail holes, dents, and old patches; permanent college employees, rather than private contractors, performed most of the labor. Other projects concerned: travel management, a library book mover, silver reflectors on existing fluorescent light fixtures, barcoding in physical plant operations, consolidation of business and student services in one area, computerized continuing education course registration, and a telephone communications and dispatching system. (SW)

ED 247 810 HE 017 453

Lee, John B. And Others. Rates of College Participation: 1969, 1974, and 1981. Policy Brief.

American Council on Education, Washington, D.C. Association Council for Policy Analysis and Research. Pub Date—Apr 84

Note—5p. Prepared at Applied Systems Institute. Available from—American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036-1193.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Black Students, *College Attendance, Comparative Analy-

sis, Dependents, *Educational Opportunities, *Enrollment Trends, *Financial Needs, Higher Education, Income, *Low Income Groups, Racial Differences, Self Supporting Students, Sex Differences, Student Financial Aid, White Students

Identifiers—College Costs

Trends in college participation are examined as evidence of how the nation is doing in improving educational opportunity. Attention is directed to changes in the college participation rates of dependent and independent students, blacks and whites, males and females, and different income groups between 1969 and 1981. Influences, such as college costs and personal attitudes, are briefly addressed. Data from the Census Bureau's Current Population Survey were used. Findings include the following: participation rates for the lowest income groups were down most sharply among black dependent students; participation rates of independent students have increased since 1969 for all groups except males (who show a decline); participation rates of women have been increasing during this period; and participation rates for low income blacks were down, while rates for independent black students were up sharply. It is suggested that financial aid for the most needy students should be increased, particularly to correct for the effect of inflation. Competing requests for funds for middle income and academically talented students should be weighed against the national commitment to reduce financial barriers for the most needy. (SW)

ED 247 811 HE 017 454

Gold, Theresa G. An Overview of Hispanic Institutions of Higher Education.

Our Lady of the Lake Univ., San Antonio, Tex. Pub Date—84

Note—28p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Church Related Colleges, *College Attendance, *Educational Attainment, Higher Education, *Hispanic Americans, *Institutional Characteristics, *Mexican Americans, Private Colleges, State Colleges, *Student College Relationship, Student Needs

Identifiers—*Our Lady of the Lake University of San Antonio TX

The needs of predominantly Hispanic colleges and universities are discussed, based in part on the experience of Our Lady of the Lake University (OLLU) of San Antonio, Texas. Some comparisons are made of the educational attainment of Hispanics and Blacks. Available statistics indicate that only about 30 percent of Hispanics who enter college complete their studies, compared to 61 percent of Whites and 40 percent of Blacks. In 1978, 86.9 percent of all Hispanic college students attended public institutions, and 53.3 percent of this number attended public two-year colleges. Of the fall 1983 undergraduate students enrolled at OLLU, 52 percent were Hispanic. The income level and educational attainment of the Hispanic population as a whole have been below those of the general population. Characteristics of institutions whose student body is at least 30 or 40 percent Hispanic are identified, including the geographic distribution of the institutions, public versus private status, and type of institution. Needs of institutions dedicated to the education of Hispanics are identified, including the following: strong academic and development study programs, career options to provide quick socioeconomic mobility for first-generation college graduates; and sufficient Hispanic faculty and staff. (SW)

ED 247 812 HE 017 455

Richardson, Virginia Sands, Roberta G. Developmental Tasks of Women Entering Higher Education at Mid-Life. Final Report.

Ohio State Univ., Columbus. Coll. of Social Work. Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date—[84]

Note—103p. Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aspiration, *Adult Students, *College Attendance, *Developmental Stages, Enrollment Influences, Family Life, *Females, Higher Education, Mental Health, *Mid-life Transitions, Psychological Characteristics, Questionnaires, *Reentry Students, Stress Variables

Women who enrolled in college during their middle-aged years (between ages 30 and 49) were studied. Attention was directed to: the relationship between returning to school and critical developmental issues; the influence of educational experience on understanding such issues; and the stress factors experienced by mid-life university women. Theories and research findings regarding mid-life development, women returning to the university, and mental health issues are discussed. The sample consisted of 74 women, 80 percent of whom were between 30 and 39 years old. A self-report inventory, which is appended, was administered to the women to determine sociodemographic data, educational experiences and aspirations, social support systems and satisfaction with friends and family, health and mental health, developmental issues, and concerns and acceptance regarding death. Projective measures that were administered included Life Tasks Assessment, the Thematic Apperception Test, and Sentence Completion. Multivariate analyses were employed to assess educational, mental health, and developmental variables. Findings are included on: obstacles in preparing for school, feelings about returning to school, life style characteristics, experience of mental health symptoms, and developmental concerns. (SW)

ED 247 813 HE 017 456
Federal Funding of Engineering Research and Development, 1980-1984.

American Society of Mechanical Engineers, Washington, DC.
Pub Date—84
Note—38p.

Available from—American Society of Mechanical Engineers, 2029 K Street, N.W., Washington DC 20006 (\$11.00 nonmembers; \$8.50 members).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agencies, *Engineering, *Federal Aid, Federal Government, Financial Support, Government School Relationship, Higher Education, *Research and Development, *Research Projects, Trend Analysis, *Universities

Data on the sources, amounts, and trends of federal funding for engineering research and development (R&D) are presented for 1980-1984. Narrative highlights are provided for: the total federal funding obligations for engineering R&D, mechanical engineering, astronautical engineering, aeronautical engineering, chemical engineering, civil engineering, electrical engineering, and metallurgy and materials. Tables provide data on federal funding obligations broken down by selected agencies and engineering disciplines for each of the 5 years and for 3 categories of funding: total research, basic research, and applied research. Federal funding obligations to colleges and universities for total research, basic research, and applied research are tabulated in a similar manner. The following federal agencies are covered: Department of Agriculture, Department of Commerce, Department of Defense, Department of Energy, Department of Interior, Environmental Protection Agency, National Aeronautics and Space Administration, and National Science Foundation. Combined totals for all other agencies for each selected discipline are also supplied. (SW)

ED 247 814 HE 017 461

Charges to Working Groups on the Essential Knowledge, the Fundamental Skills, and the Personal Qualities, Values and Attitudes That Comprise the General Professional Education of the Physician and College Preparation for Medicine.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Kaiser Foundation, Oakland, Calif.

Pub Date—82

Note—45p; For related document, see HE 017 462.

Available from—Association of American Medical Colleges, One Dupont Circle, N.W., Suite 200, Washington, DC 20036.

Pub Type—Reports - Descriptive (141)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Preparation, College Programs, Committees, Competence, Educational Improvement, Educational Needs, Higher Education, *Knowledge Level, *Medical Education, Position Papers, *Program Evaluation, *Skill Development, *Student Attitudes, Values

Identifiers—*Association of American Medical

Colleges

Charges and assumptions of three AAMC (Association of American Medical Colleges) working groups that reviewed the general professional education of physicians and college preparation for medicine are presented. The 3-year project assessed the present educational approaches and developed recommendations to improve instructional programs and learning. Broad discussions were also stimulated among the medical school and college faculties and their disciplinary societies about medical and college education. Three working groups considered three major facets of the problem: (1) essential knowledge, (2) fundamental skills, and (3) personal qualities, values, and attitudes. To guide deliberations, charges were written for each working group and a series of assumptions and questions arising from the assumptions were posed for each facet. Assumptions guiding the working group on essential knowledge covered such concerns as: information management technology, college science, broad baccalaureate education, biomedical science, and clinical disciplines. Assumptions dealt with by the fundamental skills group covered areas such as: skill development during college, skills during clerkships and skills in the prevention of diseases. Concerns of the third working group had to do with personal growth and development, curiosity, competition, concern for patient welfare, and coping with emotional stress. A roster of the AAMC project panel and staff is included. (SW)

ED 247 815 HE 017 462

Summaries of Reports to the Panel by U.S. and Canadian Medical Schools, Undergraduate Colleges and Universities, and Academic Societies. AAMC Project on the General Professional Education of the Physician and College Preparation for Medicine.

Association of American Medical Colleges, Washington, D. C.

Spons Agency—Kaiser Foundation, Oakland, Calif.

Pub Date—Oct 83

Note—281p; For related document, see HE 017 461.

Available from—Association of American Medical Colleges, One Dupont Circle, N.W., Room 200, Washington, DC 20036 (\$5.00, book rate; quantity discounts).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*College Preparation, College Programs, Competence, Educational Improvement, Educational Needs, Higher Education, *Institutional Characteristics, Knowledge Level, *Medical Education, *Medical Schools, *Program Evaluation, Skill Development, Student Attitudes, *Teacher Associations, Values

Identifiers—*Association of American Medical Colleges

Reports from the American Association of Medical Colleges' Project on the General Professional Education of Physicians and College Preparation for Medicine are presented. The 3-year project assessed the present educational approaches and developed recommendations to improve instructional programs and learning. Broad discussions about medical and college education were also stimulated among the medical school and college faculties and their disciplinary societies. One- to two-page summaries of written reports from 77 U.S. and Canadian medical schools, 22 undergraduate institutions, 21 disciplinary/professional organizations, and 9 other groups are provided. The summaries describe: major institutional or organizational concerns about medical and college preparation work; modifications of educational strategies currently under consideration; the likelihood of implementation of these modifications; and any impediments to change. The project involved three working groups that considered essential knowledge, fundamental skills, and personal qualities, values, and attitudes. Appended are a roster of the AAMC project members, a roster of institutional participants, and programs of four regional meetings. (SW)

ED 247 816 HE 017 464

Facts on Grants, 1983. A Report on Grantmaking of the Charles Stewart Mott Foundation.

Mott (C.S.) Foundation, Flint, Mich.

Pub Date—83

Note—390p.

Available from—C.S. Mott Foundation, Communications Department, 1200 Mott Foundation Building, Flint, MI 48502.

Pub Type—Reference Materials - Directories/Cat-

alogs (132)

EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Black Colleges, Citizenship Education, Community Development, *Community Education, Community Organizations, *Donors, Fine Arts, *Grants, Higher Education, Individual Development, Leadership, *Philanthropic Foundations, *Private Financial Support, Program Descriptions, Recreational Activities, Resource Allocation, Vocational Education, Volunteers

Identifiers—*Mott Foundation

Summaries of 349 grants made in 1983 by the Charles Stewart Mott Foundation are presented. The guide contains fact sheets on grants for \$15,000 or above; all grants for amounts under \$15,000 are listed with brief descriptions. Most of the fact sheets provide information on how grants meet the objectives of the foundation, what they might accomplish, how they are related to other foundation-supported programs, how many people are served, and how the money is used. The program director and the foundation contact person are identified on the fact sheets, some of which provide data on the total budget and project support to date. The grants are grouped by the following foundation objectives and missions: expressing individuality with a focus on programs in fine arts and recreation in the community; expanding personal horizons, including support to black higher education, youth employment, and work preparation; citizenship; volunteerism, specifically in the schools and other public systems; community identity and stability; community renewal; openness to new ways of encouraging the expression of human potential as part of a community education process; allocation, use, and delivery of resources; leadership; leadership practice; governance; and program philosophy. (SW)

ED 247 817 HE 017 465

Siegel, Dorothy Henderson, Billie. Development of a Post-Master's Fellowship Program in Oncology Nursing Education. Final Report.

Alabama Univ., Birmingham. School of Nursing; San Jose State Univ., CA. Dept. of Nursing.

Spons Agency—National Cancer Inst. (NIH), Bethesda, Md.

Pub Date—27 Jun 84

Contract—N01-CN95428; N01-CN-95480

Note—455p.

Pub Type—Reports - Descriptive (141) —

Tests/Questionnaires (160)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Cancer, Check Lists, College Programs, Course Descriptions, *Curriculum Development, Educational Objectives, Evaluation Methods, *Fellowships, *Graduate Study, Higher Education, Knowledge Level, Nurses, *Nursing Education, *Oncology, Professional Continuing Education, *Program Evaluation, Questionnaires, Student Recruitment, Tests, Undergraduate Study

A one-year Post-Master's Fellowship in Oncology Nursing Education for nurse educators was developed through the collaboration of San Jose State University (California) and University of Alabama at Birmingham. The project was designed to: develop or update undergraduate/graduate oncology nursing programs; provide continuing education for practicing nurses; and promote change roles such as consultant, researcher, or administrator. The model curriculum can be used with an outcome evaluation plan. Staff recruitment and other activities were undertaken, and the model curriculum was evaluated longitudinally at the two universities. Information is included on the selection and admission of fellows, characteristics of fellows, and orientation to the program. Course objectives and core concepts are provided. The scope of the evaluation is described, and the evaluation results are presented. Finally, 14 conclusions and recommendations are included. Appended materials include: criteria for preceptors; the conceptual framework of the curriculum; brief course descriptions; the evaluation plan; activity guides; evaluation interview forms; samples of knowledge and attitude test items; samples of skills checklists; application forms; and tests used in the evaluation of participants. (SW)

ED 247 818 HE 017 466

Report to the Chancellor Submitted by UTK

Semester Feasibility Study Committee.

Tennessee Univ., Knoxville.

Pub Date—31 May 84

Note—75p.

Pub Type—Reports - Descriptive (141) — Guides

- Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage. *Change Descriptors—Ancillary School Services, *Change Strategies, *College Planning, Guidelines, Higher Education, Institutional Research, *Needs Assessment, *Quarter System, *School Schedules, *Semester System

Identifiers—*University of Tennessee Knoxville

Results of an assessment of the efficacy of changing from a quarter to a semester calendar at the University of Tennessee, Knoxville, are presented. The study committee investigated the changes required for a calendar conversion, and identified the most serious problems and probable transitional costs. Site visits were made to three other campuses that had converted their calendars. Principles for the change include the following: students should not be harmed by the transition process, adequate time should be allowed for the transition, and other changes should be kept to a minimum during the transition period. Guidelines for semester conversion are provided with attention to areas such as course credits; the fall, spring, and summer calendars; adjustments to the advising system; and special programs. In addition, guidelines for the transition process cover procedures for student appeal, information dissemination, and use of existing structures for curriculum revision. Information on the coordination of the transition process is also included. Appended materials include committee reports on: teacher loads, student affairs, the impact of calendar change on chronic student problems, financial impacts, curriculum change and evaluation, and cooperative education. Semester calendars and exam schedules for 1987-88 through 1990-1991 are included. (SW)

ED 247 819

HE 017 467

Reyna, Sheila Sullivan
University Department Heads: Agents of Change.
Pub Date—27 Apr 84

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Responsibility, *Change Agents, *Department Heads, *Faculty Development, Higher Education, *Leadership Styles, *Power Structure, *Role Perception, Social Cognition

A theoretical framework for the process of faculty renewal in the 1980s was proposed, based on examination of the role of department heads as in-house agents of change for staff development. Support for the theory was sought using three empirical statements to test the relationship of department heads' manipulative orientation and social insight to the role and personal power attributed to them by faculty. It was proposed that the greater the department head's social insight and persuasive tactics (Machiavellianism), the greater the power attributed to them by faculty. A sample of 37 department heads and 276 faculty members were administered the Mach V for Machiavellianism, the Chapin Social Insight Test, and the Attributed Power Scales. The following variables were assessed: personal leadership, teaching and curriculum logistics, faculty career status, control of extracurricular resources, research resources, extra compensation, and committee shared concerns. Based on the findings, it was concluded that the manipulative skill of department heads does affect the power attributed to them by faculty, but only in those areas of immediate concern to the career of the faculty member. Social insight alone appeared to have limited value in increasing the power of department heads except in teaching and curriculum logistics. (SW)

ED 247 820

HE 017 468

Grites, Thomas J.
Maximizing the Use of Faculty Advisors.
Pub Date—Jul 78

Note—16p; Paper presented at a Summer Work Conference, "Vital Resources—Students and Dollars," sponsored by the National Association of State Universities and Land Grant Colleges (Fort Collins, CO, July 19-21, 1978).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, Counselor Evaluation, Counselor Selection, *Faculty Advisors, Graduation Requirements, Helping Relation-

ship, Higher Education, *Information Needs, *Staff Role, Student Development, *Student Needs

Ways to promote academic advising are suggested at a conference for deans and directors. Objectives that an institution should address are as follows: (1) to provide advisers with accurate and timely information about the policies, procedures, and processes that affect the advising relationship; (2) to provide advisers with additional skills often required in their advising responsibilities; (3) to increase student satisfaction with advising; (4) to increase adviser satisfaction with advising; and (5) to develop a comprehensive approach to academic planning as a part of the total advising process. The importance of assessing the commitment of the institution to the advising process is noted. In order to achieve the objectives, attention must be directed to selection and training of faculty advisers, evaluation of advisers, and compensation or reward. Advising and student development can be conceptualized by levels and stages. The primary level involves information-giving about registration, graduation, and courses, while the professional level concerns more advanced areas, such as selection of majors or graduate schools. The next level involves the adviser's personal skills in recognizing student problems and making referrals. Stages of the advising process begin with the student's first contact. (SW)

ED 247 821

HE 017 469

Excellence in Public Higher Education: A Call for Action. Comments and Recommendations. Revised.

Association of Pennsylvania State Coll. and Univ. Faculties, Harrisburg.

Pub Date—May 84

Note—23p; Prepared by the Committee on Quality in Higher Education.

Available from—Association of Pennsylvania State College and University Faculties, 319 North Front Street, P.O. Box 787, Harrisburg, PA 17108.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Academic Standards, College Admission, College Environment, College Faculty, College Role, Continuing Education, *Educational Quality, Higher Education, Inservice Teacher Education, Lifelong Learning, Professional Development, Public Education, *State Colleges, *Statewide Planning, *Teacher Education

Identifiers—*Pennsylvania

Comments and recommendations to promote excellence in the Pennsylvania state system of higher education are offered for the consideration of policy shapers and decisionmakers. The following topics are addressed: setting priorities and determining system goals; building public confidence; clarifying roles and responsibilities of the state system; assuring standards; enhancing the academic environment in a humane setting; providing lifelong continuing education and professional development; and improving quality in teacher education, including teacher preparation, teacher testing, and inservice training. Under the topic of assuring standards, attention is directed to the issues of admissions and retention, general education, and competency requirements. Specific recommendations include: assure that resource allocation does not depend strictly on enrollment; work cooperatively with the secondary schools in preparing students for college; admit underprepared students and assist them to perform college-level work; review general education to strengthen present requirements; develop departmental tests to supplement institutional measures; use flexible and innovative alternative learning experiences; and relate programs of study and research to the needs of the community. (SW)

ED 247 822

HE 017 470

Groff, Warren H.
Strategic Planning for Economic Development.
Pub Date—27 Apr 84

Note—44p; Paper presented at the Economics Section Colloquium of the Ohio Academy of Science (April 27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Board of Education Role, *College Role, *Economic Development, Human Capital, Industry, Job Development, Postsecondary Education, *School Business Relationship, State Action, State Boards of Education, *Statewide

Planning, Technological Advancement

Identifiers—*Ohio, *Strategic Planning

The relationship of postsecondary education to the economy in Ohio is discussed. Attention is focused on efforts of the Ohio Board of Regents and the Ohio Department of Development to foster economic development and revitalization. Information is included on the Ohio Board of Regents' "Master Plan for Higher Education," along with initiatives for economic revitalization contained in "Toward a Working Ohio." Themes of another volume, "Human Resources—Investing in Ohio," are also identified, and perspectives on strategic planning and management for economic development are offered. Information on the number of establishments by industry is included to help identify critical issues and trends. Appendices include: action agendas for job creation, job training, quality education, control of health care costs, tax reform, and streamlining state government; a list of strengths, weaknesses, opportunities, and threats in the state; a conceptual framework for the relationship between research and development and economic development; an analysis of mechanisms intended to meet selected needs; a list of technological advances since 1950; and a list of 22 measurement factors used in determining Ohio's position in general manufacturing business climates and rankings of 48 states based on the 22 factors. (SW)

ED 247 823

HE 017 471

Lynton, Ernest A.
The Post-Industrial University: New Structures for New Missions.

Pub Date—15 Mar 84

Note—12p; Paper presented at the National Conference on Higher Education, sponsored by the American Association for Higher Education (Chicago, IL, March 14-17, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, *Change Strategies, *College Role, Departments, Higher Education, *Interdisciplinary Approach, Professional Education, *Resource Allocation, *School Organization

New and continuing missions for the modern university are discussed. "Multiversities" are viewed as institutions with multiple purposes that have retained the basic university organization. The main response of multiversities to demands for cross-disciplinary activities has been the creation of relatively small centers and institutes each involved in some multidisciplinary research and/or outreach activity. It is proposed that a new structure for the university is needed to meet new missions. The following demands of universities are considered: technology and knowledge diffusion and professional preparation/continuing education. Adaptations are also suggested for all professions, including more relation of theory to practice, and more breadth in the curriculum. The problems inherent in the current tradition of disciplinary rather than multidisciplinary faculty activity are identified. It is recommended that a two-dimensional structure within the institution be instituted rather than the current one-dimensional structure. This change would involve a dual flow of resources: (1) allocations made to deans and then to disciplinary departments, and (2) resources available to fund cross-disciplinary activities and outreach. Different personnel channels are also recommended. (SW)

ED 247 824

HE 017 472

Thompson, Hugh
Utilization of Adjunct Faculty Members.
Pub Date—[84]

Note—15p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Contracts, Faculty Evaluation, Faculty Handbooks, Higher Education, *Multiple Employment, *Part Time Faculty, Teacher Characteristics, *Teacher Employment, Teacher Qualifications, Teacher Salaries

Identifiers—*Adjunct Faculty

Perspectives on the use of adjunct faculty are provided by the Chancellor of Indiana University at Kokomo. Colleges can call upon adjunct faculty to offer courses that would not ordinarily be offered. Adjunct faculty are important in bringing an amount of productivity and experience to degree programs, since they bring expertise in a given discipline and they actually practice what they teach. While some adjunct faculty come from other univer-

sities, many come from professions within the community. Most have a master's degree plus experience, and many possess doctorates. While adjunct faculty have comparable qualifications with full-time faculty, they choose to work primarily outside the classroom. Consideration is given to the following topics: generalists versus specialists; appointment and evaluation of adjunct faculty; increments in salary; contractual agreements; orientation programs; information that should be included in handbooks for adjunct faculty; faculty development; instructional development; and institutional development. It is concluded that the judicious utilization of adjunct faculty can increase institutional versatility, possibly free funds for academic venture capital for new programs, and enrich the learning experiences for students. (SW)

ED 247 825 HE 017 473
Increasing Minority Access to the Licensed Professions: A Regents Action Paper.

New York State Education Dept., Albany. Office of the Professions.

Pub Date—Feb 84

Note—36p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Change Strategies, Degrees (Academic), Elementary Secondary Education, Enrollment Trends, Ethnic Groups, *Graduate Study, Higher Education, *Minority Groups, Position Papers, *Professional Education, Public Policy, Racial Differences, State Action, *State Boards of Education, Statewide Planning, Undergraduate Study

Identifiers—*New York
The underrepresentation of minority groups in graduate and professional education in New York State and approaches to address this problem are discussed. Components include: limited awareness of professional career options among minority students; inadequate counseling at important stages of education; lack of minority professional role models; low expectations; inadequate training in fundamental skills; insufficient opportunities for special help and remediation; inflexible admissions procedures for professional programs; and inadequate retention efforts. Included are Board of Regents' recommendations for elementary/secondary education, undergraduate education, graduate and professional education, and for all levels of education. The Regents recommend that graduate and professional schools make special efforts to increase the enrollment, retention, and graduation of minority students in educational programs leading to licensure in the professions. Action strategies for each of the four recommendations are included. Appended materials include enrollment rates by race in New York State, 1980-1981; racial/ethnic distribution of students in selected grades, 1982-83; and trend data on degrees conferred by four racial/ethnic groups, 1976-1981. (SW)

ED 247 826 HE 017 474
Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program.

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

Pub Date—84

Note—16p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Advising, Career Counseling, College Students, *Developmental Studies Programs, *Educationally Disadvantaged, Educational Opportunities, Eligibility, Higher Education, *Low Income Groups, *Private Colleges, Remedial Instruction, State Programs, *Student Financial Aid, Tutoring

Identifiers—*Higher Education Opportunity Program, *New York

Information on the Higher Education Opportunity Programs (HEOP) at private colleges and universities in New York is provided. HEOP provides supportive services and financial aid to state residents attending private institutions in the state. The objective is to meet the special needs of students from disadvantaged backgrounds through such strategies as screening, testing, counseling, tutoring, teaching, and financial assistance. In general, students in opportunity programs are from a low income family and have a high potential for successful collegiate experience but have not acquired the skills required for college-level work. Before the stu-

dents begin classes, the HEOP professional staff evaluates their academic strengths and weaknesses, and designs specific academic programs. Students can take credit and noncredit remedial/developmental courses. Information is provided on: eligibility for HEOP, economic criteria for participation, application, remedial and developmental courses, tutorial services, and counseling. The names, addresses, and phone numbers of New York State institutions offering HEOP programs are appended. (SW)

ED 247 827 HE 017 475
Distribution of High School Graduates and College-Going Rate: New York State, Fall 1983.

New York State Education Dept., Albany. Information Center on Education.

Report No.—NYSEED-83-8370

Pub Date—83

Note—28p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Attendance, *College Bound Students, *Enrollment Trends, *Geographic Distribution, Higher Education, *High School Graduates, In State Students, Out of State Students, Private Schools, Public Schools, State Surveys

Identifiers—*New York

Data concerning the college attendance and the distribution of 1982-1983 high school graduates of New York State's public and nonpublic schools are presented. The data were secured through the Education Department's Basic Educational Data System and reflect the status of graduates in fall 1983. Tables cover the following: the types of institutions attended by public and nonpublic high school graduates during 1969-1983; trends for in-state and out-of-state college attendance of public/nonpublic high school graduates; the number and distribution of graduates entering employment, the military, or two-year and four-year institutions (in New York or outside New York) by New York county and region. (SW)

ED 247 828 HE 017 476
Improving College Preparatory Programs through High School Accreditation. Recommendations of the California Postsecondary Education Commission. Commission Report 84-2.

California State Postsecondary Education Commission, Sacramento.

Pub Date—30 Jan 84

Note—19p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Accreditation (Institutions), *Accrediting Agencies, Agency Role, *College Preparation, College School Cooperation, *Curriculum Evaluation, *High Schools, Postsecondary Education, Pupil Personnel Services, Secondary Education, *Secondary School Curriculum, Staff Role

The development of high school accreditation in California and six recommendations for the accrediting process are considered. From 1884 until 1962, high school accreditation was conducted by the University of California. Since 1962, the Accrediting Commission for Schools of the Western Association of Schools and Colleges (WASC) has been the accrediting agency. Currently, accreditation emphasizes the evaluation and improvement of the school as a whole. Recommendations are offered for: effecting changes in WASC's Accrediting Commission for Schools and its relationship with other WASC commissions; reshaping the accreditation procedures; assisting the Guidelines Review Committee; increasing the effectiveness of postsecondary members of visiting committees; improving the information on postsecondary education available to members of visiting committees; and expanding postsecondary responsibility for providing representatives for visiting committees. Eight accreditation criteria for a school's educational program and services are outlined: philosophy and objectives, organization, student personnel services, curricular program, cocurricular program, staff, school plant and physical facilities, and finance. Guidelines for self-study of the curriculum are also outlined. (SW)

ED 247 829 HE 017 477
California's Participation in Guaranteed Student Loan Programs. Commission Report 84-4.

California State Postsecondary Education Commission, Sacramento.

Pub Date—30 Jan 84

Note—36p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Federal Aid, Federal State Relationship, *Financial Aid Applicants, Glossaries, Loan Repayment, Postsecondary Education, Resource Allocation, State Surveys, *Student Characteristics, *Student Loan Programs

Identifiers—*California, Debt (Financial), *Guaranteed Student Loan Program

California's participation in Guaranteed Student Loan (GSL) programs are examined. Attention is directed to: the history of federal involvement in student loan programs; California's past and current involvement in federal programs; a profile of California student borrowers; and increasingly high levels of student debt and default rates under the GSL program. The objectives of the federal GSL program are to reduce financial barriers to access into postsecondary education, and to reduce financial barriers to students' choice of colleges. Since its inception in 1966, over 21 million loans totaling \$35 billion have made postsecondary education possible for many students. In California, since April 1980, the GSL program has made 750,000 loans totaling \$2 billion. Despite concerns about potentially high student debt levels and default rates, the California program appears to be meeting the goals of access and choice. In addition to the profile of financial aid applicants and recipients, data are included on: annual and cumulative loan volume and amount for GSL programs; federal student aid appropriations for major programs; loans guaranteed by educational segment for the California GSL program, 1981-1983. A glossary of major terms associated with the GSL program is appended. (SW)

ED 247 830 HE 017 478
California College-Going Rates, 1982 Update.

Commission Report 83-32.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 83

Note—32p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Attendance, Community Colleges, *Enrollment Trends, Ethnic Groups, *Females, *Geographic Distribution, *Males, Minority Groups, Postsecondary Education, Private Colleges, *Racial Distribution, State Surveys, State Universities

Identifiers—*California

Trend data on college-going rates in California are considered in this 1984 update. Enrollment rates since 1974 and changes in rates experienced by major segments of higher education and by counties are examined. The information also provides a basis for analyzing the college-going rates of men and women and of several ethnic minority groups, compared with their representation among high school graduates. Consideration is given to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community colleges, and independent colleges and universities. Differences in enrollment rates by sector for California's 51 counties are compared for 1974-1982. Statistical tables are provided on: the ethnic distribution of 1981 graduates of public California high schools; 1982 first-time freshmen at the University of California, the California State University, and the California Community Colleges by county and sex; and the flow of community college transfer students to different colleges/sectors for 1982. It was found that statewide college-going rates did not increase between fall 1981 and 1982 in three of the four segments of California higher education. (SW)

ED 247 831 HE 017 479
Faculty Collective Bargaining in the California State University. A Staff Report on the 1983-1986 Agreement between the Board of Trustees and the California Faculty Association for Unit 3-Faculty. Commission Report 84-3.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jan 84

Note—15p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Collective Bargaining, *College Faculty, *Contracts, *Employment Practices, Faculty College Relationship, Grievance Procedures, Job Layoff, Librarians, Personnel Policy, Postsecondary Education, *State Universities, Teacher Salaries, *Unions

Identifiers—*California State University

Features of a 1983-1986 faculty collective bargaining contract at the California State University (CSU) are described. The Congress of Faculty Associations won representation rights for the faculty bargaining unit at CSU in a 1983 election. Attention is directed to: grievance procedures; appointment, probation, tenure, and promotions; layoff; salary schedule; exceptional merit service awards; market condition salary supplements; and library faculty unit salary schedule. Included in the bargaining unit are those classifications of librarians that are considered as faculty. The agreement streamlines all grievance and disciplinary action procedures to provide shorter time periods at each step. A significant change from past procedures is that the grievance proceedings now provide for full "de novo" hearings before the arbitrator and eliminate a faculty hearing prior to arbitration. All layoffs of nontenured faculty require consideration of seniority, affirmative action, merit, and academic qualifications, while layoffs of tenured faculty must be in inverse order of seniority in the layoff unit. Tenured faculty are guaranteed recall rights with reinstatement for 5 years after layoff. (SW)

ED 247 832 HE 017 480

A Prospectus for California Postsecondary Education, 1985-2000. Commission Report 84-6.

California State Postsecondary Education Commission, Sacramento.

Pub Date—30 Jan 84

Note—14p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Factors, Educational Policy, Financial Support, *Futures (of Society), *Long Range Planning, *Needs Assessment, Population Trends, *Postsecondary Education, *Prediction, Private Colleges, Proprietary Schools, Public Policy, State Aid, State Colleges, *Statewide Planning, Trend Analysis

Identifiers—*California

Long-term needs of California for postsecondary education and the state's ability to meet the needs will be reassessed by the California Postsecondary Education Commission. Assumptions of the Commission's current long-range planning effort are briefly reviewed. The scope of postsecondary education will include public and private nonprofit and proprietary institutions. Areas of inquiry will likely concern: the impact of demographic changes, the state's ability to fund postsecondary education, the role of colleges in the economic development of the state, and the impact of societal change and work on postsecondary education. The topics of four background papers and one policy paper that will be generated are described. Background papers will primarily be concerned with forecasts based on reasonable projections for 1985 to 2000. In addition to a review of statewide long-range planning, the papers will cover the following concerns for 1985-2000: social and economic trends; population and enrollment trends; financial support for California postsecondary education; and policy issues for postsecondary education. The kinds of subjects and questions that are likely to be addressed for each paper are identified. (SW)

ED 247 833 HE 017 481

The Wealth of Knowledge. Higher Education's Impact on California's Economy. Commission Report 84-1.

California State Postsecondary Education Commission, Sacramento.

Pub Date—30 Jan 84

Note—42p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

tion Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Degrees (Academic), *Economic Climate, *Educational Benefits, Employment Patterns, *Higher Education, Human Capital, *Labor Force Development, Private Colleges, *School Community Relationship, State Colleges

Identifiers—*California, *Economic Impact

The contributions of California higher education to the state's economic prosperity and to its social and cultural health are discussed. Direct economic impacts of higher education are reviewed, and the methodology and assumptions employed in economic impact studies are described. Studies by the major segments of California higher education employed the Caffrey-Isaacs methodology, using a cash-flow transactions matrix and expenditure multipliers. The analyses applied to the 1981-1982 year, with attention to the economic impact of the California State University, the University of California, the California community colleges, and California's independent colleges and universities. In analyzing higher education's impact on human capital development, the focus is national and California employment trends, trends in the award of degrees in the different sectors of higher education, and returns on government investment in human capital. The impact of higher education on individual personality and social life is also assessed. Focal areas include: unemployment rates for the civilian labor force by educational level for 1965, 1970, 1975, and 1980; and participation rates for community service programs in California community colleges, 1978-1979. Appended are descriptions of 12 studies of higher education's economic impact. (SW)

ED 247 834 HE 017 482

Preliminary Report on Faculty Salaries, 1984-85.

Commission Report 83-33.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Dec 83

Note—38p.

Available from—California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Rank (Professional), *College Faculty, Comparative Analysis, Higher Education, *Private Colleges, *State Universities, *Teacher Employment Benefits, *Teacher Salaries, Trend Analysis

Identifiers—*California State University, Peer Institutions, *University of California

Salary and fringe benefit data for faculty at the University of California (the University) and the California State University (State University) are examined. The objective is to predict where faculty salaries at the two universities will stand in relation to those at their respective comparison groups of institutions on July 1, 1984. Ways in which the University and the State University are implementing their 1983-1984 salary increases are specified. Information is provided on: the lag that exists for average University and State University faculty salaries compared to similar institutions; the levels of average nine-month faculty salaries at the University and the State University in contrast to their comparison institutions since 1976-1977, and trends in faculty salaries by rank. Additional tables cover: projected difference in the cost of fringe benefits at the University and eight comparison institutions, 1984-1985; and estimated average cost of fringe benefits at the State University and its 20 comparison institutions, 1984-1985. Appended materials include: the text of California legislation on academic salaries and benefits; description of the study methodology; criteria for selection of comparison schools; and bar graphs on salaries by rank. (SW)

ED 247 835 HE 017 483

Gutierrez, Carlos G. Brown, Castello L.

The California State University, Los Angeles Biomedical Sciences Program.

California State Univ., Los Angeles. Dept. of Chemistry and Biochemistry.

Pub Date—25 Apr 84

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *College Preparation, College School Cooperation, *Economically Disadvantaged, Education Work Relationship, English Instruction, *Federal Programs, Grade 9, *Health Personnel, Higher Education, *High School Students, *Hispanic Americans, Language Skills, Mathematics Instruction, Medical Education, Science Instruction, Scientists, State Universities

Identifiers—*California State University

The Biomedical Sciences Program at California State University, Los Angeles (CSULA), is described. The federally funded program was designed to help economically disadvantaged students to pursue careers in biomedical sciences. The program provided academic support in mathematics, science, and English; study skills development; experiences in laboratory and health care delivery settings; and exposure to biomedical science professionals. At CSULA the program was designed to serve 100 secondary school students, initially all in the ninth grade. Characteristics of the target high schools included: 86 percent of the student population was Hispanic, and many lacked basic writing skills and specialized vocabularies. Information is provided on: selection of student participants; the academic year program (biomedical science modules, mathematics tutorials, and communication skills tutorials); three summer programs (1981-1983); academic/career counseling; a psychology component (i.e., emotional growth); the college admissions process; involvement of the parents in the program; and program termination. Program results are described, with attention to retention rates in the program and in high school, achievements of Hispanic students in their high schools, and performance on the Pre-Scholastic Aptitude Test and the Scholastic Aptitude Test. (SW)

ED 247 836 HE 017 484

Slimer, Virginia M.

Advancement Factors of Women in Administration: Patterns and Perspectives.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Deans, Administrator Attitudes, *Administrator Characteristics, *Career Ladders, *Department Heads, Educational Background, Employment Patterns, *Females, Higher Education, Individual Characteristics, Job Satisfaction, *Promotion (Occupational)

Identifiers—*Women Administrators

Patterns of advancement of women administrators were studied with a sample of 188 administrators of home economics departments. The respondents ranged in age from the late twenties to the mid-sixties. A specially-developed instrument was administered to the sample—Women in Higher Education: Characteristics and Employment Strategies. About 75 percent of the administrators held a doctorate, and about 24 percent held a master's degree. Sixty-two percent were either the chair or department head; another 17.4 percent were dean or associate/assistant dean. Over 92 percent devoted time to teaching and research as well as administrative duties. It was found that the women administrators had a high satisfaction with their academic preparation, supportive relationships, career aspirations, goals, and coping skills. Negative correlations indicate that the higher their satisfaction with those variables, the lower their dissatisfaction with frustrations in their professional career. Information is provided on: factors that were helpful in obtaining their present positions, persons who were supportive of the respondents, goal aspirations, coping skills, career paths, and the relationship between income and motivation level. A ranking of strategies employed by respondents is included. (Author/SW)

ED 247 837 HE 017 485

Polydorides, Georgios

Women's Participation in the Greek Educational System.

Pub Date—Apr 83

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Canada, April 11-15, 1983).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Access to Education, Articulation (Education), College Admission, *College Bound Students, *College Entrance Examinations, Educational Change, Elementary Education, Enrollment Trends, *Females, Foreign Countries, Higher Education, Majors (Students), Public Policy, *Secondary Education, *Sex Differences, Trend Analysis

Identifiers—Greece
The evolution of women's participation in the Greek educational system during the last 20 years is considered, with emphasis on present developments. The pattern of this evolution along with educational policy measures and reforms are also discussed. Factors related to women's achievement patterns and mobility between educational levels are also analyzed. While all educational levels are examined, emphasis is on the upper-secondary level as the crucial point of transfer to higher education. Tables are provided on: sex differences in rates of illiteracy, average years of schooling, enrollment rates by educational level, success rates and achievements in primary and secondary education, and success rates of applicants to higher education; and women's participation in higher education by field of study and in specific higher education institutions in Greece. Background information is presented on the Greek selection system for higher education and measures that have been enacted by the government to reform college admissions. Finally, specific changes in the college entrance examination requirements are identified. (SW)

ED 247 838 HE 017 521

Hyer, Patricia R.

A Ten-Year Progress Report on Women Faculty at Doctorate-Granting Universities.

Pub Date—Apr 84

Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Rank (Professional), Affirmative Action, *Doctoral Programs, Employment Opportunities, *Employment Patterns, Higher Education, Institutional Characteristics, *Teacher Employment, Teacher Promotion, *Universities, *Women Faculty

Identifiers—*Research Universities
The changing status of female faculty at doctorate-granting universities during 1971-1980 is examined, along with patterns in the wide range of female representation across institutions. The data were drawn from the Higher Education General Information Survey. The percentage of women at all ranks increased 4.1 percent during the decade, from 14.7 percent to 18.8 percent. Most of the change occurred at the lower ranks; almost no change occurred at the full professor rank. However, at many universities, the number and percentage of female faculty oscillate up and down over the decade, suggesting that any increase is more likely the result of a random event than a vigorous affirmative action program. Fifteen of the 183 universities had fewer women faculty in 1980 than they did in 1971. Twenty-six report about the same or a lower percentage of women. An increase in availability of female doctorates during the period did not translate into automatic increments in female representation on all campuses. The relationship between the percentage of female faculty and institutional characteristics, such as student body size, geographic location, and curriculum emphasis, are examined for clues to the wide variation in current percentage of female faculty. (SW)

ED 247 839 HE 017 522

Fox, Richard N.

Toward the Development of a Model of College Withdrawal for Disadvantaged Students.

Pub Date—Apr 84

Note—27p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Persistence, *College Freshmen, Commuting Students, *Disadvantaged, Higher Education, Models, *Predictive Measurement, Predictor Variables, *Student Attrition, Urban Universities, *Withdrawal (Education)

Identifiers—*City University of New York

The first phase of a study to predict retention and withdrawal among disadvantaged students at an urban commuter institution is described. Variable selection for the study was guided by Tinto's (1975) and Bean's (1982) models. Pilot testing was undertaken to estimate some psychometric characteristics of Pascarella and Terenzini's institutional integration scales (that were developed to operationalize Tinto's model) for these students. Longitudinal tracking was undertaken with freshmen enrolled in a developmental studies program at the City University of New York. Pilot testing appears to suggest the factorial validity of the institutional integration scales for this group of students. The results revealed suspected reading comprehension problems and a possible halo effect, but when several items were revised and retested, the scales showed improved characteristics. Appended materials include a diagram of Tinto's conceptual schema for college withdrawal; a diagram of Bean's synthetic causal model of student attrition; a list of background, organizational, environmental, and outcome/attitudinal variables; and the Pascarella/Terenzini Institutional Integration Scales, modified versions. (SW)

ED 247 840 HE 017 523

Hill, Susan T.

Traditionally Black Institutions and the Baccalaureate Education of Blacks in the South: A Statistical Overview of Enrollment and Degree Trends from 1970 to 1982.

Pub Date—Apr 84

Note—12p; Paper presented at the National Conference on Blacks in Higher Education (9th, Washington, DC, March 29-April 1, 1984).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bachelor Degrees, *Black Colleges, *Black Students, *College Students, Comparative Analysis, *Enrollment Trends, Full Time Students, *Geographic Regions, Higher Education, Majors (Students)

Identifiers—Delaware, Ohio, Pennsylvania, *United States (South)

The contribution of the traditionally black institutions (TBIs) to the undergraduate education of blacks in 20 states was studied, with attention to trends in enrollments and degrees from 1970-1982. From 1970 to 1976, the number of black full-time undergraduates almost doubled in 17 southern states and Pennsylvania, Delaware, and Ohio. In 1970, the black colleges enrolled 60 percent of the black full-time undergraduates in these states; by 1976, the black colleges enrolled 40 percent. During 1970-1976, black enrollment increased by over 150,000 in these 20 states. During 1976-1982, enrollment increased only slightly, by only 4,000. The TBIs had 13,000 fewer black undergraduates in 1982 than in 1976, while the other institutions in these states had 17,000 more. The black students were heavily concentrated in two-year colleges. The trends in black enrollment in the late 1970s were similar to the trends in baccalaureate degrees awarded to blacks. The total number of bachelor's degrees earned by blacks was about the same in 1976 as in 1981. The number of degrees awarded to blacks by the TBIs decreased almost 3,000 in this period. However, there was a corresponding increase in black baccalaureates from the other institutions in these states. Fields of study pursued by blacks were also identified. (SW)

ED 247 841 HE 017 525

Anderson, Eleanor Valle

Self-Esteem, Networks, and Productivity in Academic Science.

Pub Date—12 Apr 83

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (7th, Montreal, Canada, April 12, 1983). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, College Graduates, Employment Opportunities, Higher Education, Interprofessional Relationship, Males, Prestige, *Productivity, Scholarly Journals, Science Teachers, *Scientists, *Self Esteem, Social Networks,

*Success, Underemployment, Writing for Publication

Identifiers—Elite Colleges, *New Faculty, Research Universities

The effect of limited faculty openings in high-ranked science departments on the self-esteem of graduates of prestigious research institutions was studied. Attention was also focused on the faculty productivity and participation in professional networks of these highly-qualified, new faculty who failed to secure an appointment in an elite institution. A total of 384 young, male scientists were studied, based on data obtained from the American Council on Education. To indicate self-perceived success, the respondent rated his own level of success relative to other male scientists with similar backgrounds. Measures of productivity and participation in networks were also evaluated using path analysis. Self-perceived success was more closely related to journal article productivity than to any other variables examined, with the exception of professorial rank and years of experience. Although data limitations preclude causal linking of self-esteem and networking with proposal writing and grant getting, it is suggested that the relationships are strong ones. It is concluded that young, highly-skilled academic scientists who find themselves removed, due to intense job competition, from the prestigious research centers should be aware that linkages with other scientists are essential to productivity and to self-esteem. (SW)

ED 247 842 HE 017 526

Banta, Trudy W. Fisher, Homer S.

Performance Funding: Tennessee's Noble Experiment in Promoting Program Quality through Assessment of Outcomes.

Pub Date—24 Apr 84

Note—15p; Paper presented at the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, College Planning, College Programs, *Educational Assessment, Educational Quality, Evaluation Criteria, Government School Relationship, Higher Education, Needs Assessment, *Outcomes of Education, *Performance Factors, Program Evaluation, *Resource Allocation, *Standards, *State Aid

Identifiers—*Tennessee, University of Tennessee Knoxville

The Tennessee Higher Education Commission's (THEC) use of a performance criterion in funding higher education is discussed, along with the results of evaluating this initiative. Information on program quality and improvement efforts is a factor in determining the budgetary allocation for each state institution. With funding from the Kellogg Foundation, an evaluation was conducted of the use of outcome information at the University of Tennessee, Knoxville. The following student outcomes were studied: achievement in general education, achievement in the major field, and opinion measurement concerning the quality of academic programs and services. Task forces recommended that student outcome information be included in the evaluative data gathered for the university's comprehensive program review process. Changes in instruments, data collection/analysis, and interpretation of results were recommended before utilizing outcome information. The initiative has strengthened the academic program review process and stimulated increased use of outcome information in departmental decision-making as well as campuswide strategic planning and resource allocation. Specific impacts on curriculum and instruction, student services, and institutional planning and evaluation are identified. (SW)

ED 247 843 HE 017 527

Nettel, Michael T. And Others

Racial Similarities and Differences in the Predictors of Students' College Achievement.

Pub Date—Apr 84

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Tables may not reproduce well due to small print.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Black Students, Black Teachers, College Credits, *Col-

lege Students, Grade Point Average, Higher Education, *Predictor Variables, *Racial Differences, Student College Relationship, Teacher Student Relationship, Time Factors (Learning), *White Students

Differences between black and white students' college performance were examined, along with the effects of institutional characteristics and relationships with faculty. A sample of 2,218 black and 1,876 white students from 30 universities in 10 southern and southern border states were studied. The faculty sample consisted of 280 black and 426 white faculty. White students were found to have both faster progression rates and higher grade point averages (GPA) than did black students. Significant predictors of progression rates for black students included: age, distance of residence from the college, faculty teaching style, high school GPA, whether the student was in a predominantly black or white college, marital status, and academic motivation. Significant predictors of college GPA included: academic motivation, high school GPA, academic integration at the institution, commitment to the institution, faculty contact with students outside the classroom, and Scholastic Aptitude Test scores. Comparisons are made of black and white students on all the student characteristics. Attitudinal/behavioral characteristics of the faculty of black students are also compared to the characteristics of faculty of white students. (SW)

ED 247 844 HE 017 528
Carrier, Frances J. Norris, Raymond C.
Quality of Life of Graduate Students: Components and Predictors.

Pub Date—Apr 84
Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Graduate Students, Higher Education, Individual Needs, *Life Satisfaction, *Mentors, Models, Predictor Variables, Psychological Patterns, *Quality of Life, Stress Variables, *Student Experience

The utility of a theoretical model of quality of life for graduate students was investigated. Variables that relate to the person-environment fit of graduate students were also examined. The data were collected via a biographical data form and seven psychometric instruments. The 142 subjects from two graduate departments at Peabody College were a heterogeneous group of males and females, ranging in age from 22 to 58 years. Students were administered the Flanagan Quality of Life Scale, portions of the Oregon Quality of Life Questionnaire, the Hassles Scale, the Uplifts Scale, and the Mentor Scale. Results indicate that graduate students assess their quality of life through an internalized weighting of positive affect against hassles (negative experiences). Level of mentoring experienced was the best predictor of both overall quality of life and positive affect, while sex of subject was the best predictor of hassles. The results suggest that manipulation of the mentoring relationship may be helpful in regard to increasing positive aspects of life. (Author/SW)

ED 247 845 HE 017 529
Weidman, John C. White, Richard N.
Postsecondary "High Tech" Training for Women on Welfare: Correlates of Program Completion.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.
Pub Date—Apr 84
Contract—DOL-20-11-82-03
Grant—DOL-51-11-78-03
Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, Adult Students, College Students, Comparative Analysis, *Dropout Research, Family Life, Females, Job Training, *Low Income Groups, Minority Groups, Models, *Nontraditional Students, Postsecondary Education, Research Methodology, School Holding Power, Student Adjustment, *Student Attrition, Student Characteristics, *Welfare Recipients

Identifiers—*Work Incentive Program

Conceptual models developed from dropout research on traditional, residential college students were applied to the study of nontraditional students (older, mostly minority women on welfare) enrolled in a postsecondary, nondegree program (the federal Work Incentive Program). Factors that differentiate persisters from those who withdraw were examined, based on findings of previous research on college dropouts and undergraduate career socialization. Comparisons were made of dropouts and program graduates on background and individual characteristics, pretraining experiences, commitments, social and academic integration, and outside integration (e.g., effect on children). The findings suggest that the models derived from research on traditional students can be appropriate for the study of this nontraditional group. Program completion is linked to students' goal commitments and their integration into both the academic and nonacademic sectors of postsecondary educational institutions. The importance of being alert to the possibility that educational institutions are not encapsulated environments is also suggested by the findings that intrapersonal and extra-institutional integration are related to program completion. (SW)

ED 247 846 HE 017 530
Grant, Linda And Others
Medical Students' Images of 'Most Physicians' and 'Effective Physicians' over Time.

Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 84
Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitude Change, Higher Education, Longitudinal Studies, *Medical Students, Performance, *Physicians, *Premedical Students, *Role Perception, Sex Differences, *Student Attitudes
Students' perceptions of actual and idealized qualities of practicing physicians were studied longitudinally at three points in students' medical education. Questionnaire data were collected to assess stability and change in students' images of qualities of "most" physicians and of "effective" physicians. Male and female students' images of practitioners were also compared. The analysis focused on three successive student cohorts of a small, combined bachelor's degree and medical school program. A response rate ranging from 90 to 98 percent was obtained for the three time periods: at the end of the first 2 years of study, after year 4, and after year 6. The data were assessed using profile analyses. The findings suggest that students' images of qualities of "most" and "effective" physicians are transformed over time. At all time periods, most students see physicians as caring, but this conception declines slightly over time. While students initially see doctors as quite status conscious, at the second data collection this perception of physicians' status consciousness declines, and then increases as students approach graduation. This same pattern is found for another perception: physicians' concern with social issues. However, at all time periods, most students do not see physicians as strongly concerned with social issues. (Author/SW)

ED 247 847 HE 017 531
Suddick, David E. Collins, Burton A.
A Longitudinal Study of the English Usage and Algebra Basic Skills Testing Remediation Paradigm for Older, Re-entry College Juniors.

Pub Date—Apr 84
Note—7p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Adult Students, Algebra, *Basic Skills, College Students, Educational Testing, Higher Education, Language Skills, Longitudinal Studies, Mathematics Skills, *Minimum Competencies, *Reentry Students, Remedial Instruction, *Student Attrition

The basic skills level of returning adult students was investigated longitudinally. A total of 217 entering juniors majoring in business administration in fall 1980 were followed for 3 years. Through assessment and course work, 146 students demonstrated at least minimum basic skills competencies in En-

glish usage and algebra, but 71 students had at least one deficiency. Groups varied on the rates of academic success, achieving a minimum cumulative grade point average of 2.0 on a 4.0 scale, and nonenrollment in 1983 due to not meeting degree requirements. The rates of academic success were 90 percent for students meeting the basic skills requirements, and 36 percent for the other students. The attrition rates were 29 percent for students demonstrating basic skills in English usage and algebra, versus 95 percent for those with at least one skill deficiency. Support was found for the testing-remediation paradigm for older, reentry college juniors, which demanded minimum competencies in basic skills. (Author/SW)

ED 247 848 HE 017 532
Allen, G. Jack Andrews, Grover J.

The Case Study of Off-Campus Postsecondary Education on Military Bases. Final Report.

Summary, Conclusions, Recommendations.
Council on Postsecondary Accreditation, Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date—Jan 80

Contract—N00204-79-C-0029

Note—170p.

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Accrediting Agencies, Ancillary School Services, *Armed Forces, Case Studies, *College Instruction, College Programs, *Institutional Evaluation, *Military Personnel, *Off Campus Facilities, Position Papers, Postsecondary Education, *Program Administration, Public Policy

Identifiers—*Out of State Institutions, Site Visits

Results and recommendations of an in-depth study of education offered at 25 military installations are presented. Information is provided on study goals and the research design, and strengths/weaknesses of the study. A summary of site visitation findings is presented, along with conclusions concerning: institutional purpose and goals, organization and administration, admissions, curriculum, instruction and quality assurance, learning resources and physical facilities, student services, and financial resources. Findings targeted to the military, regional accrediting agencies, the states, and the Veterans Administration are included. Twenty-four recommendations pertaining to the major concerns identified during the case studies are offered, along with two recommendations that address the principle and philosophy of military-base education. Three major areas for further study are also identified, and a national policy for military base education is proposed. Appendices include instructions for the contents of institutional reports on off-campus, military-base educational programs; lists of participating bases and personnel; and a policy statement on military-base education for the Federation of Regional Accrediting Commissions of Higher Education's policy statement on military base education. (SW)

ED 247 849 HE 017 533

Simonson, Joy R. Menzer, Jeffrey A.
Catching Up: A Review of the Women's Educational Equity Act Program.

Citizens Council on Women's Education, Washington, DC; National Coalition for Women and Girls in Education.

Spons Agency—Rockefeller Family Fund, Inc., New York, N.Y.

Pub Date—Feb 84

Note—53p; A project of the National Coalition for Women and Girls in Education.

Available from—Citizens Council on Women's Education, 2401 Virginia Avenue, N.W., Washington, DC 20037 (\$3.00).

Pub Type—Reports—Descriptive (141)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees, Affirmative Action, Curriculum Development, Disabilities, Educational Equity (Finance), Educational History, Elementary Secondary Education, *Equal Education, *Federal Aid, Federal Legislation, *Federal Programs, *Females, Higher Education, Legislation, Mathematics Instruction, Program Descriptions, Reentry Students, Science Instruction, *Sex Stereotypes, *Womens Education

Identifiers—Case Histories, *Womens Educational Equity Act

Case histories of Women's Educational Equity Act (WEEA) projects are presented, along with information on WEEA's mandate, operation, and new directions. The WEEA projects support the development of curricula and training materials for the education of females at pre-elementary to post-secondary schools, along with efforts of private sector and community groups. The project descriptions cover: math and science, sex-role stereotyping in the curricula, infusing equity in educational institutions, Title IX implementation, inequitable and stereotyped teaching, disabled women and girls, reentry women, and demonstrations of educational equity in diverse school districts. The major steps for selecting grantees for funding are identified, along with the priority areas for making funding decisions. Historical highlights since the passage of the Women's Educational Equity Act (P.L. 95-561) in 1974 are also outlined. An overview of the role and activities of the National Advisory Council on Women's Educational Programs is included. Finally, nine future directions for the program are proposed. Appended materials include the text of P.L. 95-561, and data on characteristics of WEEA projects, including users, educational level, subject/focus, and product or program. (SW)

ED 247 850 HE 017 534
1983 Annual Report. Coordinating Board, Texas College and University System, [and] 1983 Statistical Supplement.
Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date—31 Aug 83
Note—293p.

Available from—Coordinating Board, Texas College and University System, P.O. Box 12788, Austin, TX 78711.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC012 Plus Postage.

Descriptors—College Credits, College Faculty, College Programs, College Students, Degrees (Academic), *Educational Facilities, *Educational Finance, *Enrollment Trends, *Higher Education, In State Students, Out of State Students, Private Colleges, *State Boards of Education, State Colleges, State Surveys, Statewide Planning, Student Characteristics, Student Financial Aid, Teacher Characteristics, Teacher Salaries, Two Year Colleges

Identifiers—*State College and University Systems, *Texas

The Coordinating Board of the Texas College and University System's annual report and statistical supplement provide data on a variety of issues. The annual report addresses the following areas: increasing enrollments and increasing campus needs; equal educational opportunity; special studies (e.g., college preparation); changes in Board and staff membership; higher education appropriations; faculty salaries; distribution of family practice residency training programs in Texas; new degree programs; off-campus courses; state and federal student aid programs; recruiting minority students and faculty; and a funding plan for the state. Appendices include information on college programs approved and withdrawn, by school and level; a bibliography of Coordinating Board publications; and data on Coordinating Board expenditures. The statistical supplement for 1983 includes information on student enrollments, faculty data, semester credit hours, physical facilities, appropriations, and state loan and grant programs. Student headcount enrollment data are presented by classification, ethnic origin, and sex, along with distribution of resident and nonresident students, and county and state of origin of students. (SW)

ED 247 851 HE 017 536
Bengsson, Margot

Parental Identification and Education. Swedish Research on Higher Education, 1984-3.
National Swedish Board of Universities and Colleges, Stockholm.

Pub Date—15 May 84

Note—22p.

Available from—National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, Developmental Stages, Fathers, *Females, Foreign Countries, Higher Education, *Identification (Psychology), *Majors (Students), Mothers, *Parent Influence,

Problem Solving, Psychological Patterns, Role Models, Self Concept, *Sex Role, Significant Others, Social Class

Empirical findings and theoretical conclusions of a Swedish study on students' identification with their parents and their choice of college studies are presented. Attention was directed to parental identification, parental dominance, and social class membership in a group of women who had just begun their studies during the fall 1976 term or the spring 1977 term. Fifty of the women students studied natural sciences, and 48 studied the arts. A structured interview method was employed that covered perception of sex-role and identity, problem-solving style, and psychological defensive structure. Depending on their self-assessed similarity to each parent, the women were classified in four categories: father-identified, mother-identified, mother- and father-identified, and undifferentiated. The analysis of the interview material indicated that the four categories basically reflected four different sets of family conditions, related to the parents' occupation, education, and social class, as well as their relative dominance and their respective decision-making competence. Women's educational choice is discussed as a manifestation of different personality strategies when confronted by male dominance, and education is discussed as a means of furthering efforts for women's emancipation. (SW)

ED 247 852 HE 017 537
Lewis, Brian J.

Better Publications through Specificity.

Pub Date—[84]

Note—9p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Attendance, *College Bound Students, Course Descriptions, Graduation Requirements, Higher Education, *Information Needs, *School Catalogs, *Student Experience, *Student Recruitment

The importance of defining the college experience in specific terms in publications for prospective students is discussed. The academic area is the most vital to describe, since college work differs greatly from high school in the emphases on academic diversity, self-initiative, and study outside the classroom. Publications should describe experiences of the typical student week during the freshman year, as well as descriptions of opportunities for internships, cooperative education, and independent study. They should also explain the rationale for required courses (i.e., English composition helps in communicating thoughts clearly), and show how course work is a prerequisite to advanced work and to a career. The point is that understanding the academic environment is achieved through specificity. Examples can be provided of students involved in academic endeavors (e.g., students conducting research, students studying abroad). The quality of the faculty can be established by stating the percentage of faculty who have attained doctoral degrees or awards. Student life can also be described, including clubs and dormitory life, and alumni achievements can be cited to note career possibilities. Numerous examples that could be included in publications for prospective students are provided. (SW)

ED 247 853 HE 017 538
King, Jimmie, Jr.

A Plan for the Elevation of the Department of Business at Tuskegee Institute to a School of Business.

Pub Date—81

Note—124p.; Ed.D. Practicum, Nova University.

Pub Type—Reports - Research (143) — Tests - Questionnaires (160) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Rank (Professional), *Administrative Organization, Admission Criteria, *Business Administration Education, *Change Strategies, College Planning, Comparative Analysis, *Departments, Educational Background, Full Time Faculty, Higher Education, *Organizational Change, Questionnaires, School Catalogs, School Organization, Teacher Qualifications

Identifiers—Peer Institutions, *Schools of Business Administration, *Tuskegee Institute AL

A plan to elevate Tuskegee Institute's Department of Business to a School of Business was developed. The study population included deans of four four-year institutions that had accredited schools of business. Twenty major issues and research ques-

tions were addressed, including: (1) whether the objectives of the business unit were clearly stated in the school catalog and other literature; (2) whether the admission standards of the business unit compare favorably to those of the university or college as a whole; (3) the size of the business faculty (full-time-teaching-equivalent); and (4) the ranks held by the full-time faculty members. Differences between Tuskegee Institute's Department of Business and the four accredited schools included: size and rank of the business faculty, educational level of the faculty members, number of faculty members per category of classroom teaching hours per week, faculty academic-year contract salary, and library collections. Fifteen recommendations for the change from department to school are provided that cover such concerns as admissions policies, retention standards, faculty size, and faculty qualifications. Appended materials include the study questionnaire on business education and statistical research findings. (SW)

ED 247 854 HE 017 539
Humphries, Frederick S.

Academic Standards and the Student-Athlete.

Pub Date—24 Oct 83

Note—12p.; Paper presented at the Annual Forum of the College Board (Dallas, TX, October 24, 1983).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Accreditation (Institutions), Accrediting Agencies, Aptitude Tests, *Athletes, Athletics, Black Students, *College Students, *Eligibility, Grade Point Average, Higher Education, *High Risk Students, Remedial Programs, Scores

Identifiers—*College Athletics, *National Collegiate Athletic Association

Grade regulations/academic standards for new college athletes are discussed by the president of Tennessee State University, based on the objectives of Proposition 48, which was adopted in 1982 by the National Collegiate Athletic Association (NCAA). The proposition applies to Division I schools and would require that academically high-risk students demonstrate satisfactory academic progress before attaining athletic eligibility. The proposition is evaluated from three points of view: (1) the expectation of the student-athletes and of the institutions that recruit them, (2) the enforceability of current academic standards and their effects on different student populations, and (3) the prescription for providing leadership to produce fair and effective standards in the future. Current eligibility rules require entering athletes to have a 2.00 average from high school on a 4.00 scale. The new requirements will add a combined verbal and mathematics scholastic aptitude test score of 700, or a 15 composite American College Testing score and a 2.00 average in 11 academic high school courses. Five criticisms of the proposition are discussed, along with a proposal to allocate 74 million dollars for academic support programs at the 277 Division I colleges. A unique feature of this proposal is to have vested with the NCAA an academic accreditation component. (SW)

ED 247 855 HE 017 540
Savickas, Mark L. And Others

Requirements for Effective Interviewing Supervision.

Pub Date—May 84

Note—12p.; Paper presented at the Annual Meeting of the Society of Teachers of Family Medicine (Orlando, FL, May 5-9, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Teaching (Health Professions), Higher Education, *Interviews, Medical Case Histories, *Medical School Faculty, *Medical Students, Physician Patient Relationship, Physicians, *Practicum Supervision, Psychologists, *Supervisors, Teacher Student Relationship

Supervisory behaviors considered effective by medical students were identified and organized into descriptive categories. A second study objective was to compare the supervisory behaviors of family physicians and those of behavioral scientists. Eighty-four sophomore medical students completed a critical incident report form at the end of an interviewing practicum session during which they were co-supervised, in groups of four, by a family physician and behavioral scientists. Working indepen-

dentely, 11 judges sorted the reports of effective and ineffective supervision behavior by physicians and behavioral scientists into 11 categories. Using joint proportion matrices and principal component analysis, source variables underlying the observed behaviors were identified. The requirements for effective supervision by physicians were to model the physician's role, teach clinical problem solving, provide balanced feedback, suggest how to improve interviews, structure the task, prod critical thinking, and confront defensiveness. The supervision requirements for behavioral scientists were to teach interviewing and interpersonal skills, provide constructive criticism, discuss patient behavior, convey personal support, promote change, and facilitate group interaction. (Author/SW)

ED 247 856 HE 017 541
Wyatt, Joe B. Ed. And Others
Financial Planning Models: Concepts and Case Studies in Colleges and Universities. Proceedings of a Workshop (Indianapolis, IN, August 27-29, 1978).

Interuniversity Communications Council (EDUCOM), Princeton, N. J.
Spons Agency—Stanford Univ., Calif.
Pub Date—79
Note—273p.

Available from—Interuniversity Communications Council, Inc., P.O. Box 364, Princeton, NJ 08540.
Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)—Reports—Descriptive (141)

EDRS Price—MF01/PC11 Plus Postage.
Descriptors—Budgets, Case Studies, *College Planning, *Computer Oriented Programs, Decision Making, *Educational Finance, *Financial Policy, Higher Education, *Models, *Policy Formation, Private Colleges, Reports, State Colleges
Identifiers—Carnegie Mellon University PA, *EDUCOM Financial Planning Model System, Harvard University MA, Lehigh University PA, Oberlin College OH, Stanford University CA, State University of New York Albany, University of Pennsylvania, Yale University CT

The development and use of financial planning models, with a focus on the Stanford University financial tradeoff (TRADES) methodology, are covered in conference papers, along with the application of the Stanford conceptual framework in five institutional settings. Additional papers consider an experimental modeling language that was developed to implement the Stanford methodology: the EDUCOM Financial Planning Model (EPPM). Titles and authors of the 12 conference papers include the following: "The Case for Planning Models" (William F. Massey, David S. P. Hopkins); "TRADES: A Model for Interactive Financial Planning" (Nathan Dickmeyer, D. Hopkins, W. Massey); "Models as Planning Tools: The Harvard Experiment" (Sally H. Zeckhauser); "Transition to Financial Equilibrium at Oberlin College" (James L. Powell); "Modeling the Budget at Lehigh University" (Eric V. Ottavik); "Modeling and Planning at the University of Pennsylvania" (Jon C. Strauss, Randall Porter, Robert Zemsky); "Financial Planning at the State University of New York, Albany" (Robert C. Shirley, Wendell G. Lorang); and "EPPM—Generalizing the Stanford TRADES Model" (Daniel A. Updegrave). Appendices include sample EPPM reports for Carnegie Mellon University and Yale University. (SW)

ED 247 857 HE 017 542
Parents, Programs, and Pennsylvania Students' Plans: A Study of 1983-84 Freshmen and Senior Plans for after Graduation from High School.

Pennsylvania Association of Colleges and Universities, Harrisburg.
Spons Agency—Buhl Foundation, Pittsburgh, Pa.
Pub Date—May 84
Note—55p.

Available from—Pennsylvania Association of Colleges and Universities, 800 North Third Street, Harrisburg, PA 17102.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Academic Aptitude, *Academic Aspiration, Change Strategies, *College Attendance, Educational Background, *Enrollment Influences, *Goal Orientation, Higher Education, High School Freshmen, High School Seniors, *High School Students, Needs Assessment, Occupational Aspiration, *Parent Influence, Questionnaires, State Surveys, Student Attitudes

Identifiers—*Pennsylvania

Postsecondary plans of over 16,000 freshmen and seniors enrolled in Pennsylvania's public and private high schools during 1983-1984 were studied. Attention was directed to the effect of community, school, family, and student personal factors and characteristics that influence student decisions to attend various forms of postsecondary education. Based on the findings, recommendations to improve college attendance were offered for schools, the Pennsylvania Department of Education, private business, industries, and associations, and the legislature. The survey administered to seniors was the College Board's Survey of Postsecondary Education and Careers; the freshmen survey was especially constructed for the study. The analyses showed that the single factor that most influenced students' plans for postsecondary education was their parents' preferences for their postsecondary activities. The students' levels of ability, their high school programs and achievement, and their family socioeconomic status had some modifying influence on their plans. Educational and career aspirations and career information, educational opportunities, and financial aid also influenced students' plans. Included are the recommendations, copies of the survey instruments, and a list of participating secondary schools. (SW)

ED 247 858 HE 017 543
Lavin, David E. And Others
Long Term Graduation Rates of Students at The City University of New York.

City Univ. of New York, NY. Office of Institutional Research and Analysis.
Pub Date—Mar 84
Note—28p.

Available from—City University of New York, Office of Institutional Research and Analysis, 535 East 80th Street, New York, NY 10021.
Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, Associate Degrees, Bachelors Degrees, Black Students, *College Admission, College Graduates, Comparative Analysis, Ethnic Groups, *Graduation, Higher Education, Hispanic Americans, Longitudinal Studies, *Minority Groups, *Open Enrollment, Public Education, Two Year Colleges, *Urban Universities, White Students
Identifiers—*City University of New York

The graduation rates of students admitted to the City University of New York (CUNY) by open admissions was studied as an extension of previous research. A sample of the initial freshman classes of 1970 and 1971 were tracked over a period of 11 years. A total of 4,705 open admissions students were compared to 8,084 regularly-admitted students. Since CUNY's policy was designed to expand educational opportunity for disadvantaged minority groups, data were also assessed for four major ethnic constituencies that comprise the majority of CUNY's entering classes. Graduation data were compared for White ethnic groups (Jewish and White Catholic) and minority groups (Black and Hispanic). Data are presented separately for CUNY's four- and two-year colleges. It was found that in the senior colleges, 34 percent of regularly-admitted students graduated after 4 years, and 62 percent needed 5 years or longer. Among open admissions students, only 16 percent earned diplomas after 4 years, but after 11 years 43 percent graduated. In the two-year community colleges, 45 percent of regular students and 28 percent of open admissions students completed their community college studies after 11 years. Additional time to graduate appeared especially important for CUNY's minority students. (SW)

ED 247 859 HE 017 578
Midkiff, Karen R.
Developing an Information System for Graduate Student Demographic Data.

Pub Date—May 84
Note—13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Computer Software, Data Analysis, Databases, *Departments, Graduate Students, Higher Education, Information Needs, *Management Information Systems, *Psychology, Recordkeeping, *Student Characteristics, *Student Records

A computer program designed to assist a psychology department in recordkeeping and providing information to the American Psychological Association is presented. Descriptive information about the computer program is also included. The program employs the Statistical Analysis System to access a database of demographic data for students entering the psychology graduate program. The program generates tables of means and standard deviations and/or horizontal and vertical bar charts for the student variables. In addition to facilitating analysis of student data, comparisons can be made within and across subspecialties for first-year students, all students, and students who do not finish their programs of study. Additional options include the time required to finish a program of study and a frequency distribution of careers followed by students who obtain degrees. The information system provides a framework for maintaining student data needed for different purposes, and the computer program can be modified to accommodate subspecialties. Relevant student variables are listed, including name, sex, race, undergraduate grade point average, graduate record exam, dates of admittance and graduation, major, and full- or part-time status. (SW)

ED 247 860 HE 017 579
NACUBO First Interim Report on TIAA-CREF.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date—Aug 84
Note—16p.

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advisory Committees, *College Faculty, *Financial Policy, Higher Education, *Investment, Money Management, Position Papers, *Teacher Retirement

Identifiers—College Retirement Equities Fund, *Teachers Insurance and Annuity Association
A committee report on the Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF) is presented, along with a five-page summary of the report. The full report addresses the specifics of various pensions issues, many of a technical nature, and focuses on the flexibility of the plans for TIAA-CREF policyholders. Two series of recommendations, along with comments, are included in the report. The summary provides a comprehensive overview of the Ad Hoc Committee's first 6 months of work. The Committee concludes that the investment vehicles in the present TIAA and CREF programs are not adequate to meet the needs of most individual participants. It is recommended that the rollover and transfer of funds from TIAA to CREF and to other retirement plans, and from CREF to other retirement plans, should be permitted at any time as a matter of general policy. Suggested changes in payout options include an increase in the Retirement Transition Benefit and a choice of installment payout. A wider variety of investment and risk alternatives are also proposed, such as a money market fund, publicly traded bonds, and a group of equity funds. TIAA-CREF issues that the committee should address in the future are identified. (SW)

ED 247 861 HE 017 580
Baron, Philip And Others
Business Students' Perceptions of Corporate Ethical Behavior.

Pub Date—84
Note—20p.
Pub Type—Reports—Research (143)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—*Business Administration Education, *Business Responsibility, *College Students, *Ethical Instruction, Higher Education, *Student Attitudes, *Values Education

Identifiers—*Business Ethics
Business students' observations of corporate ethical behavior and social responsibility were studied. The research objective was to examine the contention that the education of business managers should include courses in business and society because such courses would heighten student perceptions of the ethical and social dimensions of managerial decisions. It was also hypothesized that graduate students would differ from undergraduates in business literacy and perceptions. A questionnaire administered to a sample of undergraduate and graduate students in the Hagan School of Business at Iona College yielded 1,687 usable responses. The design

was cross-sectional and was administered during the 1982-1983 academic year. The instrument was designed to measure the students' business literacy, perceptions of corporate social responsibility, perceptions of business ethical situations, judgments of personal ethical situations, and socio-economic characteristics. Beliefs held by the sample of students were not significantly influenced by courses in business and society. Factors that explained attitudes toward business behavior appeared to be exogenous to the formal education experience. Business literacy was unrelated to perceptions of corporate behavior. In addition, graduate and undergraduate students did not differ in their perceptions. (SW)

ED 247 862 HE 017 581

Boyle, Susan G. Fernandez, Rosa M.
College Costs: Basic Student Charges, 2-Year and 4-Year Institutions, 1983-84.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-307

Pub Date—84

Note—52p; Not available in paper copy due to small print.

Available from—National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Attendance, *Fees, Graduate Students, *Higher Education, In State Students, *Institutional Characteristics, National Surveys, Out of State Students, Private Colleges, School Surveys, State Colleges, *Student Costs, *Tuition, Two Year Colleges, Undergraduate Students

Identifiers—College Costs, United States

The 1983-1984 summary data of basic student charges for nearly 3,300 public and private two-year and four-year colleges and universities in the United States are presented. The national survey of U.S. colleges and universities obtained information on typical or modal tuition and fees charges required of full-time undergraduate and graduate students. In-state and out-of-state charges are given where they apply, as are charges for room and board, and the number of days per week for which board charges are applicable. The data are presented alphabetically by state and by college within the state. (SW)

ED 247 863 HE 017 582

Boyle, Susan G.
Full Enrollment in Colleges and Universities, 1982.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-305

Pub Date—84

Note—269p; Not available in paper copy due to small print.

Available from—National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141) — Tests/Questionnaires (160)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Attendance, College Freshmen, *Enrollment Trends, Full Time Students, Graduate Students, *Higher Education, *Majors (Students), National Surveys, Part Time Students, Private Colleges, Professional Education, Questionnaires, Racial Factors, Sex Differences, State Colleges, *Student Characteristics, Two Year Colleges, Undergraduate Students

Identifiers—Public Colleges

Data on 1982 college and university enrollments and trends for the past few years are presented. Information is provided on enrollment in institutions of higher education by control and level of institution, student sex, and attendance status of student, major field of study, and race/ethnicity. Specific data include: enrollment of first-time freshmen in colleges, by control and institutional level; undergraduate, graduate, and first-professional enrollments by race/ethnicity; enrollments for the aggregate United States; level of enrollment, attendance status, and student sex for the 100 institutions with the largest enrollment in 1982; public and private college enrollments; and full-time equivalent and part-time enrollments. Highlights include

the following: after several years of growth, all colleges and universities began to level off in 1982; public institutions reported enrollment gains in all types of institutions except doctoral and comprehensive; among private institutions, a 2.5 percent drop in doctoral enrollment occurred. Appendices include information on the survey methodology, a questionnaire and instructions, and the National Center for Education Statistics Classification of Institutions. (SW)

ED 247 864

Castello, Libby, Comp.

69 Good Ideas: Responses to Changing Educational Needs by State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date—Nov 83

Note—35p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, *Awards, *Change Strategies, College Administration, College Instruction, Cost Effectiveness, Curriculum Development, Educational Facilities Planning, Educational Finance, *Educational Innovation, Educational Needs, Faculty Development, Higher Education, *Program Descriptions, School Holding Power, *State Colleges, *State Universities

Identifiers—American Association of State Colleges and Univs, Public Service

A collection of program ideas are presented that were nominated by their institutions in the 1983 competition for the American Association of State Colleges and Universities' G. Theodore Mitau Award for Innovation and Change in Higher Education. The programs demonstrate creative approaches to such academic/administrative concerns as student access and retention, teaching and learning, improvement of curriculum, faculty and administrative development, finance and management, and public service. The programs at 69 state colleges include the following topics: academic assistance, academic streamlining, accelerated math/science certification, business affairs and physical plant, the bachelors of science in nursing program for working nurses, distance learning center, alternative education program, competency-based teacher education program, computer and library access system for extension students, cooperative intern program, cross-cultural educational development program, energy conservation program, extended degree program, faculty and administrative development program, fire and safety institute, freshmen institute program, general education and lower-division program, gerontology program, gifted and talented student program, honors program, individualized curriculum program, intrusive advisement program, learning assistance center, and leisure learning school. A program index and institution index are included. (SW)

ED 247 865

Atin, Gilbert W.

Research Funding for Faculty at Undergraduate Institutions.

Pub Date—May 84

Note—13p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).

Pub Type—Guides — Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Eligibility, *Federal Aid, Federal Programs, Grants, *Grantsmanship, Higher Education, Information Seeking, Information Sources, *Private Financial Support, *Program Proposals, Proposal Writing, *Research Projects, Undergraduate Study

Identifiers—Research in Undergraduate Institutions Program, Small College Faculty Research Opportunity Award, Small Grant Program

Sources of research funds for undergraduate faculty and ways to secure the funds are discussed. Information on three federal grant programs is provided, along with advice for obtaining funds from foundations and corporations, including techniques for gathering information on prospective funding sources. Suggestions on the process of preparing grant applications are included. Three federal sources of funds are described: the Small Grant Pro-

HE 017 587

gram of the Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA); the Research in Undergraduate Institutions (RUI) program of the National Science Foundation (NSF), and the Small College Faculty Research Opportunity Award of NSF. The Small Grant Program, which provides 1-year, nonrenewable grants for up to \$15,000 in direct costs, is designed for newer, less experienced investigators, those at small colleges, and others without regular research grant support or resources. The RUI program replaces and incorporates the former 2- and 4-year college instrumentation program and also covers the standard project grant. The Small College Faculty Research Opportunity Award allows faculty from an undergraduate department to participate in the research program of an investigator with an NSF grant at a research institution. Additional features and eligibility criteria are covered. (SW)

ED 247 866

Austin, Betty J.

Women Faculty and Scholarly Productivity.

Pub Date—23 Mar 84

Note—14p; Paper presented at Annual Meeting of the Michigan Academy of Science, Arts, and Letters (88th, Big Rapids, MI, March 23, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Employment Level, Faculty Promotion, *Females, Higher Education, Individual Characteristics, Males, *Productivity, Professional Recognition, Reputation, Scholarly Journals, *Scholarship, *Teacher Characteristics, *Women Faculty, *Writing for Publication

Identifiers—*Faculty Publishing

The publication rates of female versus male faculty and factors that influence scholarly productivity for women faculty are discussed, based on the research literature. The academic reward structure and the payoffs resulting from scholarly productivity are also considered, along with the impact of productivity on building the reputations both of the institution and the individual. Although research indicates that publication is a primary means of reward and recognition in academia, findings related to female versus male publication rates have been inconsistent. A number of researchers have found that women tend to produce less than men. The literature suggests that causes for women's lower publication rates may be analyzed in terms of three categories: individual characteristics, characteristics of the job, and psychosocial characteristics. Individual characteristics include marital status, family obligations, and achievement motivation. Characteristics of the job that may influence women's publication rates include occupational location, higher teaching loads, and academic rank. One psychosocial influence is linked to the suggestion that women are more concerned with interpersonal relationships, whereas men focus more on individual achievements. Another area concerns overt and covert sex discrimination. (SW)

ED 247 867

Research Needs of Institutions of Higher Education.

Joint Hearing before the Subcommittee on Select Education and the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, First Session (Pittsburgh, Pennsylvania).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—8 Dec 83

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*College Role, *Federal Aid, *Government School Relationship, Hearings, *Higher Education, Public Policy, *Research Needs, Scientific Research, Technological Advancement, *Technology Transfer

Identifiers—Carnegie Mellon University PA, Congress 98th, *Higher Education Act 1985, Pennsylvania State University, *Research Universities, Temple University PA, University of Pennsylvania

Testimony on higher education research needs

and federal government support is provided, based on joint hearings before the House Subcommittee on Select Education and the House Subcommittee on Postsecondary Education. Attention is focused on the Higher Education Act, except for Title IV. Specific concerns include the following: contributions of higher education and research conducted by large research universities to help meet national needs; the pressing needs for increasing federal funding to universities for research equipment in facilities, particularly in the field of science and engineering; the benefits of federal support for graduate education; the importance of federal support for basic and applied research, as well as research for defense needs; the government's role in helping to identify major research needs in the United States; research activities and needs of Carnegie Mellon University, Pennsylvania State University, and the University of Pennsylvania; Temple University's relationship to the U.S. Department of Education and to the National Institute of Education; and the importance of university research to international interests. (SW)

ED 247 868

HE 017 591

Dohrmann, Marcia

Why Women Are Underrepresented in Administrative Positions: A Review of the Research.

Pub Date—82

Note—54p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Administrators, Administrator Selection, *Employment Practices, *Females, Higher Education, *Leadership Styles, Organizational Climate, Personnel Policy, Power Structure, Promotion (Occupational), *Sex Discrimination, *Sex Stereotypes, Social Networks

Identifiers—*Women Administrators

Research investigating why women are underrepresented in college and private organizational administrative positions is reviewed. It was found that the differential rate of women in administrative positions is not due to their lack of proper credentials. Other reasons that have been cited are: typical female characteristics make it impossible for women to be effective in a leadership position; sex-role stereotypical attitudes cause discriminatory behavior; and the structure of organizations forms a barrier to the entry and advancement of women. In studying the proposition that "female" characteristics hinder women in leadership positions, most research has dealt with the measurement of leadership styles, with attention to consideration towards followers and initiation of task structure. Leadership styles and attitudes of women in traditional and nontraditional occupations have been compared. Some research has considered the effect of sex-role stereotyping on personnel decisions, leadership style, and discriminatory hiring practices. The way that the organizational structure itself can form barriers on job entry and advancement of women has been studied with special attention to informal "old boys" information networks and informal power networks. Implications and possible solutions to women's underrepresentation as administrators are noted. (SW)

ED 247 869

HE 017 592

Widmayer, Patricia

From Lean Times to Enrollment Declines: The Governor's Commission on the Future of Higher Education in Michigan. ASHE Annual Meeting Paper.

Pub Date—14 Mar 84

Note—12p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 12-14, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Advisory Committees, Agency Role, *College Planning, College Role, Economic Development, Educational Quality, Financial Support, Futures (of Society), *Higher Education, *Needs Assessment, *Statewide Planning, Student Costs

Identifiers—ASHE Annual Meeting, *Blue Ribbon Commissions, *Michigan

Conditions in higher education in Michigan and the role of the Governor's Commission on the Future of Higher Education in Michigan are highlighted. The average college tuition rate in Michigan is the highest in the nation, and a critical maintenance and equipment problem exists. The Commission is composed of knowledgeable persons without vested interests in higher education; more than half are graduates of Michigan colleges and universities. The Commission will seek input from every segment of the educational community in the following key areas: students, faculty, trustees, legislators, administrators, labor specialists, and corporate and philanthropic leaders. In beginning its study, the Commission reviewed previous reports that had been completed in the state during 1958-1980. Five basic concerns framed the current report: improving the quality of higher education, increasing the accessibility and affordability of higher education, maintaining diversity and reducing unnecessary duplication, defining the role of colleges in promoting the state's economic revitalization, and defining and supporting the roles of different types of institutions. Areas of assessment include: instruction, research, access, school-business cooperation and economic development, and financial support for higher education. (SW)

ED 247 870

HE 017 593

Stetson, Kenneth W.

University without Walls: A Comparison of Student, Faculty, and Staff Perceptions at Selected Institutions.

Intervistas, Chicago, IL.

Pub Date—Aug 79

Note—89p.; Shortened version of a Ph.D. dissertation, Loyola University.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Bachelors Degrees, Comparative Analysis, *External Degree Programs, Higher Education, *Institutional Characteristics, Nontraditional Education, *Open Universities, Private Colleges, Program Evaluation, School Surveys, State Colleges, *Student Attitudes, Student Characteristics, *Teacher Attitudes, Teacher Characteristics

Identifiers—Antioch College West, Chicago State University IL, Loretto Heights College CO, Northeastern Illinois University, Stephens College MO, University of Massachusetts, University of Minnesota

The University Without Walls (UWW) programs at seven colleges were examined to identify common programmatic features and to determine both student and faculty/staff views of this educational endeavor. Attention was focused on the degree-granting process at the institutions. A total of 513 student questionnaires and 190 faculty/staff questionnaires were evaluated in 1978. Research concerns included: programmatic differences among the institutions, differences between public and private UWW institutions, academic degree delivery systems, staffing pattern for selected UWW programs, length of time required to complete a baccalaureate degree, comparative academic quality, and participation in UWW. For each institution, information was also collected on UWW student characteristics (ethnic composition, sex distribution, age distribution) along with the highest degree held by teaching faculty, academic rank distributions, and teacher characteristics. Separate institutional analyses were conducted for the following seven schools: Antioch College West, Chicago State University, Loretto Heights College, University of Massachusetts, University of Minnesota, Northeastern Illinois University, and Stephens College. (SW)

ED 247 871

HE 017 597

The Functions and Problems of the Urban University: A Comparative Perspective.

City Univ. of New York, N.Y. Graduate School. Center for European Studies.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—Mar 82

Note—70p.; Papers presented by European scholars at the conference on functions and problems of the university (New York, NY, March 21-22, 1982).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Access to Education, *College Role, *Comparative Education, *Education Work Relationship, Foreign Countries, *Government School Relationship, Higher Education, Organizational Change, Public Policy, *Regional Planning, School Organization, Selective Colleges, *Urban Universities

Identifiers—France, Great Britain, Japan, Sweden,

United States, West Germany

Issues concerning the urban university in Great Britain, France, Sweden, Japan, and West Germany are considered in the five selected conference papers that make up this document. In "Analysis in Politics: The Regionalization of Swedish Higher Education," Rune Premfors discusses how Swedish regionalization of higher education used partisan analysis. Ulrich Teichler's article, "Urban Higher Education: Experiences from Germany and Japan," compares policies in Japan and Germany and notes that neither nation excluded the idea of an urban university. A second article by Teichler, "Regionalization in West German Post-Secondary Institutions," discusses three goal-models of regionalization and conditions favoring the existence of urban universities. "Problems of the Urban University: Great Britain and U.S.A.," by Maurice Kogan, notes that Great Britain's system responds to the needs of industry and society by allowing college entrance only to students with high scores. He suggests that America's longer experience with urban universities might lead to providing solutions to the problem of wider access. In the final article, "Demography, Demography and Decline: or, How the Universities in France and Britain are Neither Grinning nor Bearing It," Guy Neave compares urban systems in France and Great Britain, both of which aim to bring the university in line with the needs of the market place. (SW)

ED 247 872

HE 017 599

Lynch, David M. Bowker, Lee H.

Graduate Deans and Graduate Education: A National Study.

Indiana Univ. of Pennsylvania. Inst. for Advanced Research.

Pub Date—Mar 84

Note—109p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, *College Faculty, College Instruction, *Deans, Departments, *Graduate Study, Higher Education, *Institutional Characteristics, National Surveys, Power Structure, Resource Allocation, School Organization, Teaching Conditions, Unions

The responsibility for graduate education and the power and authority structure among graduate deans, college or school deans, departments, and faculty were studied using a sample of 338 schools. Attention was directed to the following concerns: institutional characteristics that are related to the organization and administration of graduate education; the professional backgrounds, attitudes, and activities of graduate deans; factors that influence graduate faculty and graduate teaching; and the impact of affiliation with the Council of Graduate Schools. Specific areas of study included: graduate program evaluation, graduate school control of academic processes, the availability of institutional funds in 14 areas necessary to quality education; support for grants acquisition; the personal backgrounds of graduate deans; job structure and responsibilities of deans; the evaluation of graduate deans; faculty advisory committees; satisfactions and frustrations of the graduate deanship; the structural position of teaching in American graduate education (teaching loads, tenure, resource allocation, merit salary); and correlates of unionization. Together with narrative analyses, 47 statistical tables are provided. (SW)

ED 247 873

HE 017 619

University of Delaware Commission on Lifelong Learning: Phase 1 Report.

Delaware Univ., Newark. Commission on Lifelong Learning.

Pub Date—Jun 79

Note—52p.; For the Phase 2 Report, see HE 017 620.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Adult Students, Advisory Committees, *College Role, Continuing Education, Educational Needs, Higher Education, Information Needs, *Lifelong Learning, *Needs Assessment, *State Universities, Statewide Planning

Identifiers—Blue Ribbon Commissions, *Delaware, *University of Delaware

Tasks of the University of Delaware Commission on Lifelong Learning are discussed. The first phase of the Commission's work was designed to establish

a reliable base of relevant, up-to-date information on the status of lifelong learning in Delaware and the Nation. Five Commission tasks of phase one are: defining "lifelong learning" and determining the university's present program in this area; determining the lifelong learning needs of the state and region; determining the extent to which lifelong learning needs are met by existing programs; performing research on student characteristics and educational needs; and determining the feasibility of meeting unmet needs. Ten recommendations are offered, including the following: (1) the Commission should review university statements of mission, philosophy, and objectives to determine their relevancy or consistency with the concept of lifelong learning; (2) faculty should have the basic responsibility for the development of lifelong learning opportunities; (3) lifelong learning should be included in the ongoing planning of each department and/or college; and (4) more communication and collaboration should occur between lifelong learning programming staff and the Office of the Provost in planning and developing programs. (SW)

ED 247 874 HE 017 620

University of Delaware Commission on Lifelong Learning. *Five-Year Plan for Lifelong Learning, Phase 2 Report.*

Delaware Univ., Newark. Commission on Lifelong Learning.

Pub Date—Jun 80

Note—78p; For the Phase 1 Report, see HE 017 619.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Students, Advisory Committees, *College Role, *Continuing Education, Educational Needs, Higher Education, *Lifelong Learning, Long Range Planning, *Needs Assessment, Part Time Students, *State Universities, Student College Relationship, Student Needs, Teacher Role

Identifiers—Blue Ribbon Commissions, Institutional Mission, *University of Delaware

Tasks of the University of Delaware Commission on Lifelong Learning are discussed as part of a 5-year plan (1981-1985). Near-term, intermediate-term, and long-term objectives for the 5-year plan are identified. Following each objective, references are made to chapter and pages in the text that provide relevant background information and supporting arguments. Attention is directed to the following concerns: the relation of lifelong learning to the mission of the university in a changing societal context, lifelong learning as a central activity and responsibility of the faculty, establishing university policies and practices that respond to the needs of lifelong learners, innovative responses to new groups and new circumstances, and expanded interinstitutional cooperation as a means of improving statewide opportunities for lifelong learning. Objectives include the following: respond to the variety of learning needs and interests of part-time adult students, offer courses at convenient times for adults, allow pass/fail grading options to nonmatriculated students, make services more accessible to adults, provide noncredit programs of quality in high-demand areas, and provide degree-oriented adult students with new opportunities to complete degrees through part-time study. (SW)

ED 247 875 HE 017 632

1983-84 Faculty Salary Survey of Institutions Belonging to National Association of State Universities and Land-Grant Colleges.

Oklahoma State Univ., Stillwater. Office of Institutional Research.

Pub Date—84

Note—544p.

Available from—Oklahoma State University, Office of Institutional Research, 301 Whitehurst Hall, Stillwater, OK 74078 (\$15.00 plus postage).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Rank (Professional), *College Faculty, Departments, Higher Education, *Intellectual Disciplines, Medical School Faculty, *National Surveys, School Surveys, State Colleges, State Universities, *Teacher Salaries

Results of the 1983-84 Faculty Salary Survey of Institutions belonging to the National Association of Universities and Land Grant Colleges are presented. The objective of the survey is to provide factual information to help higher education

administrators with salary and budget decisions. Of 94 institutions with at least 5 different Ph.D. programs that were contacted, 73 institutions participated. The three sections of the report cover the following: major fields grouped into discipline categories of the Higher Education General Information Survey, major fields reported without including medical professions, and medical professions compared with all disciplines. Institutions are grouped into four regions, and for each discipline, salary data are presented for all institutions and for each of the four regions, and for five academic ranks (professor, associate professor, assistant professor, new assistant professor, and instructor) and for all ranks. In addition, average salaries, high salaries, and low salaries are indicated for each rank. Additionally, for each rank and discipline/major field, data are provided on the salary factor (i.e., the ratio of the average salary to the total average salary for all institutions). Also covered is the faculty mix percentage, or the percent of faculty in a given discipline/major field who hold a given academic rank. (SW)

ED 247 876 HE 017 702

Kaiser, Harvey H. *Crumbling Academe: Solving the Capital Renewal and Replacement Dilemma.*

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Pub Date—84

Note—70p.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$10.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Budgeting,

*Campus Planning, *Capital Outlay (for Fixed Assets), Change Strategies, *College Buildings,

Cost Estimates, Decision Making, *Educational Facilities Improvement, *Financial Policy,

Higher Education, Institutional Characteristics,

Policy Formation, Retrenchment, *School Maintenance

Identifiers—*Deferred Maintenance

Guidance in remedying/preventing deferred

maintenance at colleges is provided, along with

suggestions for action at the national and campus

levels. The content is geared to recognize differences

between the public and independent sectors, be-

tween institutions by size, mission and objectives,

and regional influences on facilities. Information on

estimated building replacement values is included.

Approaches to selecting priorities for capital

renewal and replacement are also covered, based on

a systematic approach for policy decisions. The

concept of grouping projects for cost effectiveness

in the form of decision packages is introduced, along

with a method for ranking priority levels of projects

(i.e., necessary, suitable for reduction in scope and

cost, or deferrable). In reviewing methods for estab-

lishing annual levels of funding, attention is briefly

directed to existing formula methods, life cycle con-

cepts, and replacement methods. Also outlined are

techniques for institutional fiscal analysis of re-

sources allocated to capital renewal and replace-

ment requirements. Sources of funding for re-

newal/replacement (annual budgets, external

sources, and innovative techniques) are discussed,

and ways to build constituencies and formulate policy

are suggested. (SW)

ED 247 877 HE 017 703

Nason, John W. *Presidential Search: A Guide to the Process of Selecting & Appointing College & University Presidents.* [Revised edition].

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Apr 84

Note—129p.; A revision of ED 238 358. For related documents, see HE 017 704-705.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036. (\$16.00 non-

members; \$12.00 members).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Administrator

Selection, Check Lists, *College Presidents, Com-

munity Colleges, *Employment Interviews,

*Evaluation Criteria, Guidelines, Higher Education, *Personnel Policy, Private Colleges, Recruitment, State Colleges, Two Year Colleges

Identifiers—Search Committees

Guidelines for locating and selecting a college president are presented. The complexities of the job are reviewed, including the changing presidential role, shared governance, and equal opportunity requirements. The first step is to establish a framework for search and selection that covers the nature of the search and selection committee (e.g., whether the structure will be one or two committees), the size of the committee, and methods for appointing committee members. After forming the committee and stating its mandate, organizational procedures need to be developed. Attention is directed to the role of the committee chairperson, staffing and office needs, the timetable, use of consultants, the cost of a search, paperwork and recordkeeping, and protecting candidates' confidentiality. Formulating the criteria by which the new president will be chosen is the next step. Areas and issues common to public and private, four-year and five-year institutions are identified, along with differences that must be considered. Additional topics are: developing a pool of candidates, screening and interviewing candidates, selecting top candidates, and appointing the president. Eight checklists are included. (SW)

ED 247 878 HE 017 704

Nason, John W.

Presidential Assessment: A Guide to the Periodic Review of the Performance of Chief Executives.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Jun 84

Note—116p.; Revision of 1980 publication. For related documents, see HE 017 703-705.

Available from—Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$16.00 non-

members; \$12.00 members).

Pub Type—Guides - Non-Classroom (055) —

Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Evaluation, Church

Related Colleges, *College Administration, *Col-

lege Presidents, *Evaluation Criteria, Evaluation

Methods, Evaluation Needs, Governance, Guide-

lines, Higher Education, Letters (Correspon-

dence), Private Colleges, Questionnaires, Rating

Scales, Self Evaluation (Individuals), State Col-

leges

Guidelines for the review of the performance of

college presidents are presented. After a review of

pressures for more formal appraisals of presidents,

the method and purpose of the evaluation are dis-

cussed. Major purposes include the following: to

strengthen the president's position and improve

performance, to review and improve the governance

of the institution, and to educate trustees, faculty, and

others on the president's role. The choice of meth-

ods depends on the purposes envisaged by president

and board, and on the institutional context. The

advantages and disadvantages of formal versus in-

formal evaluations are examined, and actual pro-

cedures that have been used at colleges are described.

The procedures vary widely, depending on the

nature of the governing board, the type and complex-

ity of the institution, and the climate of the campus.

Discussions of presidential self-assessment and

assessment by other constituencies are followed by

a summary chapter which provides a concise over-

view of the issue in the form of 11 highlights of the

assessment process. Six necessary ingredients for

conducting a proper assessment are also described.

Appendices include evaluation guide-

lines for a large private university, a small

church-related college, and three state institutions;

and letters, questionnaires, and rating scales. (SW)

ED 247 879 HE 017 705

Presidents Make a Difference: Strengthening

Leadership in Colleges and Universities. A Re-

port of the Commission on Strengthening Presi-

dential Leadership.

Association of Governing Boards of Universities

and Colleges, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—Oct 84

Note—140p.; For related documents, see HE 017

703-704.

Available from—Association of Governing Boards

of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 (\$18.00 non-members; \$13.00 members).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Evaluation, Administrator Role, Board Administrator Relationship, *College Administration, *College Presidents, Educational Quality, Governance, Higher Education, *Leadership Responsibility, Power Structure, Spouses, Teacher Administrator Relationship

Identifiers—Blue Ribbon Commissions, *Commission on Strengthening Presidential Leadership, Search Committees, Sunshine Laws

Recommendations for improving leadership by college and university presidents are presented, based on the work of the Commission on Strengthening Presidential Leadership. The Commission exchanged views and conducted over 300 interviews with current and past presidents, board members, persons who had refused presidencies, executive search consultants, and others. Suggestions are offered concerning: the need to periodically review the presidency, searching for a new president, aiding entrance to the presidency, supporting the president, conducting reviews, determining the length of term and handling the president's exit, governing multicampus relationships, guiding public authority, and conducting the presidency. Specific topics include: the relationship of president to academic affairs; setting the terms for the role of the president's spouse; support for the president by the board of trustees and by faculty; drawbacks to formal and public reviews, especially those conducted under sunshine laws; and the distribution of authority for publicly controlled/independent institutions. Appended materials include information on the study and the commission members, a bibliography, and a list of persons interviewed or consulted. (SW)

ED 247 880

HE 017 843

Bennett, William J.

To Reclaim a Legacy: A Report on the Humanities in Higher Education.

National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—Nov 84

Note—63p; A report based on meetings of the Study Group on the State of Learning in the Humanities in Higher Education (Washington, DC, April 24, June 8, and July 24, 1984).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Education, Change Strategies, *College Curriculum, College Instruction, College Presidents, Departments, *Educational Assessment, Educational Change, Educational Objectives, *Educational Quality, Graduate Study, Graduation Requirements, *Higher Education, *Humanities Instruction, *Instructional Improvement, Leadership, Secondary Education, Undergraduate Study

Identifiers—*Excellence in Education

Teaching and learning of the humanities at the baccalaureate level were assessed by a blue-ribbon study group of 31 nationally prominent authorities on higher education convened by the National Endowment for the Humanities. Some attention was also given in the context of the humanities to how secondary and graduate education have affected undergraduate education and been affected by it. Answers were sought to three basic questions: (1) What is the condition of learning in the humanities? (2) Why is it as it is? (3) What, if anything, should be done about it? The five sections of the report cover the following topics: (1) Why study the humanities? (2) How should the humanities be taught and learned? (3) How well are the humanities being taught and learned? (4) The role of academic officials in strengthening the place of the humanities; (5) How colleges and universities might do a better job in transmitting the accumulated wisdom of our civilization. Four kinds of information aided discussion: (1) Descriptions of graduation requirements at 15 representative colleges and universities; (2) Reports by study group members on the humanities in secondary education, two year colleges, and graduate schools; (3) Papers by study group members recommending ways to improve teaching and learning in the humanities; (4) Data from several national studies and surveys pertaining to undergraduate education and to the humanities in general. It is noted that over the past 20 years, the place of the humanities in the U.S. undergraduate curriculum has

eroded and the overall coherence of the humanities curriculum has declined. To reverse the decline, the report recommends the following: (1) The undergraduate curriculum should be reshaped based on a clear vision of what constitutes an educated person, regardless of major; (2) Academic officials must make plain what their institutions stand for and what knowledge is regarded as essential to a good education; (3) Faculties must put aside narrow departmentalism and work to shape a challenging common curriculum with a core of studies in history, philosophy, languages, and literature; (4) Excellent teaching should be rewarded through decisions in hiring, promotion, and tenure; (5) The humanities and the study of Western civilization should be placed at the core of the college curriculum, intended for all students and not just for humanities majors. The report closes by identifying a set of specific questions that should be addressed by college presidents, humanities faculty, humanities departments, and the academic community in general. (SW/WTB)

IR

ED 247 881

IR 011 186

Katz, Joan H. Wood, Denise E.

Public Radio Stations' Educational Services, 1982-83.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—ISBN-0-89776-091-3

Pub Date—Mar 84

Note—49p; For related document, see ED 195 243.

Available from—Corporation for Public Broadcasting, 1111 Sixteenth Street, N.W., Washington, DC 20036 (\$5.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Industry, *Educational Radio, Elementary Secondary Education, National Surveys, Postsecondary Education, *Programming (Broadcast), Questionnaires, *Services, Tables (Data)

Identifiers—*Public Radio

Highlights are presented from a third survey of educational services provided by public radio stations to elementary, secondary, and postsecondary educational institutions throughout the United States for the 2-year period from September 1, 1981 to August 30, 1983. Findings presented are based on the responses of 49 stations out of the 132 stations surveyed that indicated that they provided some level of educational services. Data broken down by educational level—K-12 and postsecondary—indicate the number of stations providing programming by type of station and by region; services provided; distribution of programming; and nonbroadcast distribution. Plans for educational services are summarized for national programming, children's programming, and greatest needs. Appendices contain a survey form with a tabulation of responses, and a description of the survey methodology. Also appended are reported public radio educational services by station, examples of innovative programming or services, and a summary of educational research and evaluation studies reported in the survey. (LMM)

ED 247 882

IR 011 187

Public Television Licensees' Educational Services, 1982-83.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—ISBN-0-89776-090-5

Pub Date—May 84

Note—130p; For related document, see ED 186 022.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Broadcast Industry, *Educational Television, Elementary Secondary Education, Financial Support, National Surveys, Postsecondary Education, *Programming (Broadcast), *Public Television, Questionnaires, *Services, Tables (Data)

Findings are presented from the fourth survey of the educational services provided by public televi-

sion licensees (in this case, n=168), which covered the period from September 1, 1982, to August 30, 1983. Results for a companion survey on the financing of public television's educational services covering Fiscal Year 1983 are also included, and public broadcasting trends are identified, wherever possible, by comparing findings to those of the 1978-1979 survey. Special sections cover current and planned uses of Instructional Television Fixed Service (ITFS) and financing of educational services, and licensee's descriptions of innovative educational research or evaluation activities. An introduction describes the study's purpose, methodology, and data treatment and analyses. Following a summary of the findings, individual chapters detail results regarding the public television licensees; elementary/secondary (K-12) and postsecondary educational services; future educational services; Fiscal Year 1982 instructional income and expenses; and some comparisons of findings. Appendices contain the survey instrument, a summary of reported public television educational services by licensee, and a description of the study methodology. Thirty-seven tables display survey data. (LMM)

ED 247 883

IR 011 232

Kitt, John And Others

School of the Air by Satellite. A Study of the Improvement of Distance Education in North-west Queensland Using the Australian Communications Satellite System.

Queensland Dept. of Education, Brisbane (Australia).

Pub Date—Sep 83

Note—105p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Communications Satellites, Delivery Systems, *Distance Education, *Educational Administration, Feasibility Studies, Foreign Countries, *National Programs, Program Development, Program Implementation, *Regional Programs

Identifiers—*School of the Air (Australia)

As part of an assessment of the educational uses of the Australian Communications Satellite System to be launched in mid-1985, this report focuses on the Mount Isa School of the Air. A general discussion assesses the mechanisms for delivery of distance education for isolated students in Northwest Queensland and considers possible functional regroupings of the existing services provided by the Primary Correspondence School, Schools of the Air, The Loan Video Scheme, the Itinerant Teacher Service, the Contact Teacher Service, Activity Days, and the Priority Country Area Program. Existing services in the Northwest Region are evaluated, including technical and educational resources. Two possible directions for change are considered—strengthened centralism and strengthened regionalism. Using assessment criteria, a preference is indicated for strengthened regionalism as a means of increasing the quality and variety of distance education services. It is suggested that a regionalized functional regrouping of services could be achieved using the idea of a School of Distance Education as the coordinating center for correspondence papers, School of the Air lessons, activity days, Itinerant Teachers services, and other special projects. Nineteen figures are included, and a discussion of the satellite link design is appended. (LMM)

ED 247 884

IR 011 233

Derry, Sharon J.

Strategy Training: An Incidental Learning Model for CAL.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date—Apr 84

Contract—MDA-903-82-C-0532

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Cognitive Processes, *Computer Assisted Instruction, *Design Requirements, *Incidental Learning, *Learning Strategies, Military Training, *Models, Pacing, Problem Solving, *Skill Development

Identifiers—*Job Skills Education Program, Learner Control

Attempts to train learning strategies have not produced marked or lasting increases in academic IQ,

probably because current training models fail to recognize the evolutionary nature of strategies acquisition. Empirical and theoretical evidence supports an incidental learning model, which engineers the instructional environment following study skills training so that students are prompted to recall and use strategies during study. At the onset of spontaneous strategies initiation, prompts are faded gradually to produce automatic processing. The Jobs Skills Education Program (JSEP), a large-scale, basic skills curriculum, incorporates this model in computer assisted instruction, and is currently being developed for the Army at Florida State's Center for Educational Technology. JSEP differs from previous basic skills curricula in that it attempts to develop student awareness and control of learning strategies, and combines adjunct strategies training, a metastrategy technique, and nonobtrusive prompting in a computer assisted instruction curriculum. A taxonomy of component strategies, created for JSEP, is organized into five categories: mood management techniques, self-pacing methods, comprehension strategies, memory strategies, and problem solving techniques. The addition of student-controlled strategies to the instructional situation need not eliminate the use of good instructional design principles that depend on hidden controls. Forty-seven references are listed. (Author/LMM)

ED 247 885

IR 011 234

Murphy, P. J.

Biological Simulations in Distance Learning. CAL

Research Group Technical Report No. 12.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—Apr 81

Note—16p.; Paper presented at CAL 81 Symposium on Computer Assisted Learning (Leeds, England, April 8-10, 1981). For related documents, see IR 011 236 and IR 011 239.

Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, *Computer Assisted Instruction, *Computer Simulation, Courseware, *Design Requirements, *Distance Education, Evolution, Foreign Countries, Genetics, Material Development, *Science Instruction. Identifiers—Interactive Systems, Open University (Great Britain)

When two biological simulations on evolution and genetics (one originally developed for a conventional university undergraduate course) were introduced into Open University distance education classes, the difficulties encountered required a reappraisal of the concept of using computer simulation for distance learning and decisions on which simulation features were essential and which were merely desirable. The evolution course adapted a simulation called EVOLVE, which models the genetic and evolutionary consequences of two populations of a single flowering plant species coming together after a period of genetic isolation. The second simulation, WHEAT, models the inheritance of height in wheat for an experiment which biometrically analyzes the inheritance of a continuously varying character. To overcome problems of limited access to computer terminals and the need for cost-effective, interactive computing at remote sites, both a fully interactive and a non-interactive version of EVOLVE and a non-interactive but stochastic version of WHEAT were developed. Although the interactive element of computer assisted learning (CAL) was lost entirely in overcoming serious logistical problems, the resulting non-interactive programs have provided a tolerable compromise and, in the case of WHEAT, perhaps even a superior approach than if interactive terminals were used. Eight references are listed. (LMM)

ED 247 886

IR 011 235

Vincent, A. T.

Computer-Assisted Support for Blind Students:

The Use of a Microcomputer Linked Voice

Synthesizer. CAL Research Group Technical

Report No. 10.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—Jan 81

Note—21p.; Paper presented at CAL 81 Symposium on Computer Assisted Learning (Leeds, England, April 8-10, 1981).

Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), *Artificial Speech, *Blindness, *Computer Software, Foreign Countries, Higher Education, *Microcomputers, Programming, Systems Development

Identifiers—Open University (Great Britain), *Voice Synthesizers

Designed primarily to enable blind students to more easily use the Open University's Student Computer Services, a project was implemented to generate computer programs (in BASIC) for a limited configuration microcomputer with synthetic speech as the only output program. Three techniques can be identified with synthetic speech generation: speech-by-rule, look-up tables, and compressed digital speech. To provide a programmer support system that would facilitate the incorporation of synthetic speech output into computer programs, a dictionary/conversion program was developed which replaces PRINT, INPUT, DATA, and string statements in a program written for video display unit output, provides the phonetic commands for a voice synthesizer, and incorporates subroutines to assist blind students in using the program. Essential program subroutines that have been identified include synthetic speech output, repetition of speech output, validation and changing of input data, numeric phonemes, and output of errors. The lack of pitch or speed control limits the speech quality of the voice synthesizer used (which runs on a TRS-80 microcomputer), but its ease of use and relatively low cost compensate for the limited quality. Six references are listed. (LMM)

ED 247 887

IR 011 236

Murphy, P. J.

Computers in Biological Education: Simulation

Approaches. Genetics and Evolution. CAL Research

Group Technical Report No. 13.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—May 81

Note—31p.; In: Lal S, Ed. Computers in Biological Education. For related documents, see IR 011 234 and IR 011 239.

Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biology, *Computer Simulation, *Courseware, *Evolution, *Genetics, Higher Education, *Models, Program Evaluation, *Science Instruction, Simulation, Teaching Methods

Three examples of genetics and evolution simulation concerning Mendelian inheritance, genetic mapping, and natural selection are used to illustrate the use of simulations in modeling scientific/natural processes. First described is the HERED series, which illustrates such phenomena as incomplete dominance, multiple alleles, lethal alleles, linkage, sex-linkage, complementary genes, and epistasis, and simulates the hereditary mechanisms in particular species. A sample printout is used to explain the series. The second simulation discussed is LINKOVER, which involves genetic mapping and retains the essence of planning and performing crosses with living organisms while greatly speeding up the technique. The last simulation described is SELECT, a population genetics program based on simple colored bead models of natural selection in a one locus/two allele situation. It is concluded that, although some problems exist in using such computer simulations in genetics and evolution instruction, students' grasp of many difficult topics can be greatly enhanced through interaction with computer models. Twenty-five references are listed. (LMM)

ED 247 888

IR 011 237

Jones, Ann O'Shea, Tim

An Evaluation of Tutorial CAL at the Open

University: The Use of Cicero in SDT286. CAL

Research Group Technical Report No. 5.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—79

Note—85p.

Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Faculty, *Computer Assisted Instruction, Foreign Countries, Higher Ed-

ucation, Media Research, *Science Instruction, *Student Attitudes, Surveys, Teacher Attitudes, Teaching Methods, Time Factors (Learning), Use Studies

Identifiers—Cicero, *Computer Anxiety, Open University (Great Britain), *Tutorial Mode

A study of the use of four tutorials written in Cicero authoring language for a second level Open University course, "Biological Bases of Behaviour," focuses on why students do or do not use computer assisted learning (CAL) tutorials and students' and tutors' beliefs about the educational utility and practicality of CAL tutorials. Data gathering methods included mailed student questionnaires, letters sent to tutors, spontaneous sources such as student letters, integration of evaluation questions into the teaching materials, and in-depth interviewing of students who had not used the system. Results indicate that student use of the Cicero tutorial system was relatively low, with time given as the major reason for non-use and for dropping out. While Cicero was perceived to be beneficial, the gains did not outweigh the disadvantages. The most potent factors in system use were related to its perceived educational benefits, but to such practical problems as students' prior negative computer experiences, fear of using the terminal, and embarrassment at using it in front of other students. Data gathering instruments, data tables, detailed study results, and an eight-item reference list are provided. (LMM)

ED 247 889

IR 011 238

Whitelegg, E. L.

An Evaluation of Tutorial CAL at the Open

University: The Use of MERLIN in ST291.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—80

Note—31p.; Print is light in tables and may not

reproduce well.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *College Faculty, *Computer Assisted Instruction, *Courseware, *Distance Education, Foreign Countries, Higher Education, *Supervision, Surveys, Teaching Methods, Use Studies

Identifiers—*MERLIN (Computer System), Open University (Great Britain)

The use of MERLIN, a computer assisted tutorial system, was evaluated in both a supervised and an unsupervised mode in 1980. MERLIN was used only in an Open University second level course entitled "Images and Information," which dealt with modern imaging systems. The tutorials covered the first 10 of 16 study units and were taken via the Open University's Student Computing Service terminals at local study centers. A questionnaire was sent to 459 students and tutors, of whom only 62 responded, which represented 26% of the 238 students who returned the feedback section of their second compulsory course assessment. Sixteen respondents had not used the system. Results suggest that, although students perceive the usefulness of the system, the problems of access to and operation of the terminals in study centers greatly limit their use. A subsequent evaluation to remove access problems was planned for 1981 with six students using home-based computer terminals. Appendices provide the 1979-1980 figures on MERLIN usage; minutes of use by tutorial and week number for 1978 and 1980; study questionnaires; a letter to computer tutors requesting information; student comments on benefits, suggestions, and problems; and MERLIN usage figures in graph form. (Author/LMM)

ED 247 890

IR 011 239

Murphy, P. J. And Others

Evaluation Study on Simulation CAL in the Science

Faculty of the Open University. CAL Research

Group Technical Report No. 15.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—Jun 81

Note—39p.; For related documents, see IR 011 234

and IR 011 236.

Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, *Computer Assisted Instruction, *Computer Simulation, *Courseware, *Distance Education, *Evaluation Methods, Foreign Countries, Genetics, Higher

Education, Observation, Participant Observation, Quantum Mechanics, *Science Instruction, Use Studies

Identifiers—Open University (Great Britain)

This report describes evaluations of two courses which were conducted, primarily through participant observation, in 1981. A general introduction looks at simulation in computer assisted learning (CAL) and at use of simulation CAL in the Open University science faculty. The first study discussed was based largely on a tutor's observations of student interaction with three genetics simulations during a week-long, summer school biology course. The simulations were EV299, a simple model of natural selection; OPERON, a more difficult program; and LNKOV, which allows students to genetically map an "electronic organism." Evaluation of the second course focused on the CAL experiences of students during a summer school quantum mechanics course that involved use of two simulations: WELLS, which is used to find the eigenfunctions and eigenvalues of particles in potential wells by numerical integration of Schrödinger's equation, and MEASURE2, which allows students to describe what happens to eigenfunctions when various types of measurement are performed on a quantum harmonic oscillator. Study conclusions, a summary discussion, and six recommendations regarding CAL simulation in distance learning are included. (LMM)

ED 247 891

IR 011 240

Every, J. M.

Graphics and Animation in Teaching Dialogues.

CAL Research Group Technical Report No. 14.

Pub Date—Apr 81

Note—20p; Paper presented at the CAL 81 Symposium on Computer Assisted Learning (Leeds, England, April 8-10, 1981). Best available copy. Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Animation, *Computer Assisted Instruction, *Computer Graphics, Computer Simulation, *Courseware, *Design Requirements, Material Development, Physics, *Programming, *Science Instruction, Systems Development

Identifiers—Open University (Great Britain)

An Open University project was planned to develop a set of computer assisted learning (CAL) microcomputer programs for a second level, summer school physics course, scheduled to begin in 1982. Major project aims were the development of an underlying system to effectively use medium resolution graphics with a simple animation capability; integration of simulations with tutorial style dialogues in more or less natural English—which are not necessarily related directly to the simulation itself; and use of a flexible choice of "escape" options. This paper reviews the major issues which were involved in the design and implementation of the system as a whole and looks briefly at some of the individual teaching programs developed, which were planned to include about eight large teaching packages in kinematics, motion in force fields, electromagnetic fields, quantum mechanics, and statics. Concluding remarks indicate that UCSD PASCAL was a good language for the system development and writing of the teaching dialogs and simulations, that memory-mapped graphics devices have a tremendous potential in CAL, and that the most efficient method of animation seems to be via a direct data transfer to the screen memory. Four references are listed. (LMM)

ED 247 892

IR 011 241

Lewis, Matthew W.

Improving SOLO's User-Interface: An Empirical Study of User Behavior and a Proposal for Cost Effectiveness Enhancements to SOLO. CAL Research Group Technical Report No. 7.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—21 Apr 80

Note—207p.

Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Cognitive Processes, College Students, *Computer Assisted Instruction, *Computer Software, *Design Requirements, *Error Patterns, Foreign Countries, Higher Education,

*Programming, Programming Languages, Use Studies Identifiers—Computer Users, Open University (Great Britain), *SOLO Programming Language, User Needs

This report describes an in-depth analysis of the errors made by users of SOLO, a programming language written for Open University students studying cognitive psychology. The study was designed to (1) determine the effectiveness of SOLO's current error-handling routines by evaluating how often SOLO produced "sensible" messages or automatic corrections; (2) examine the context surrounding errors and the kinds of conceptual misunderstandings which characterized their true causes; (3) suggest improvements to error-handling routines and other user aids; and (4) estimate the overheads incurred by such improvements and calculate the number of erroneous lines which could be successfully "trapped" or "pre-empted" by such improvements. An introduction describes the constraints from which SOLO evolved, features that "friendly systems" should incorporate, and features of SOLO. Data were collected by recording SOLO user interactions using the DEC-20 "Photo" program, which stores all the user input lines and SOLO response lines into a file in order of occurrence. Results are presented in relation to recommended changes in the system's user aids, specific type-related changes, and general changes. Appendices include a summary of all the changes, their requirements and benefits, and a breakdown of the errors that occurred by message and by types. (Author/LMM)

ED 247 893

IR 011 242

Bacich, P. D.

Viewdata-Style Delivery Mechanisms for CAL.

CAL Research Group Technical Report No. 11.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date—81

Note—31p.

Available from—Institute of Educational Technology, The Open University, Walton Hall, Milton Keynes, MK7 6AA, England.

Pub Type—Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Graphics, *Computer Software, Design Requirements, *Distance Education, Evaluation Methods, Foreign Countries, Higher Education, *Input Output Devices, Systems Development, *Videotex

Identifiers—*Optel, Prestel

The development and evaluation of a potential viewdata-style delivery system for computer assisted learning (CAL) at the Open University are described. First examined are Open University problems with CAL and television delivery systems, which resulted in the consideration of a viewdata approach involving allocation of a small central processor to each user to allow home terminal access to university programs. The Prestel system and its terminal are discussed in terms of their use in CAL. Characteristics and uses of Cyclops, a terminal developed at the Open University, are then outlined, including (1) capabilities for replaying cassette tapes containing picture and sound, and (2) use with light pens to provide an electronic blackboard for terminal-to-terminal communication. Preliminary and planned evaluations of the Cyclops system are summarized. An in-house viewdata system, Optel, which runs on a time-sharing DEC-20 mainframe computer, is then described, and results of a 1980 pilot trial are summarized. Current work which involves evaluation of the Cyclops terminal and Cyclops studio (a microcomputer system which allows a user to create color or black and white pictures in computer-readable form) is also discussed. Four references are listed. (LMM)

ED 247 894

IR 011 243

Letmanji, Helen

Assessment of Techniques for Evaluating Computer Systems for Federal Agency Procurements. Final Report.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-113

Pub Date—Mar 84

Note—40p; Based in part on the Contract Report (NB81SBCA0810) of the MITRE Corporation.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - General (050) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computers, Computer Simulation, Computer Software, Contracts, Costs, Data Analysis, Equipment Evaluation, *Evaluation Criteria, *Evaluation Methods, Federal Programs, Models, Purchasing

Identifiers—*Benchmarking

Developed to identify and qualitatively assess computer system evaluation techniques for use during acquisition of general purpose computer systems, this document presents several criteria for comparison and selection. An introduction discusses the automatic data processing (ADP) acquisition process and the need to plan for uncertainty through contractual flexibility. Current constraints in evaluating computer systems are identified. Decision factors which affect the choice of evaluation techniques are examined, including both agency-dependent factors and general factors such as conformance with federal procurement regulations, accuracy, cost, perceived fairness/acceptability to vendors, and ease of understanding. The following evaluation techniques are then appraised with regard to those parameters: proposal data analysis, applying experience of the evaluator(s), instruction timing analysis, rating charts analysis, analytic modeling and simulation, benchmarking (timed benchmark tests and functional demonstrations), and prototyping. Additional information on the use of evaluation techniques is included as well as appendices containing a three-page reference list, a list of organizational information sources, and additional guidelines on benchmarking. (Author/LMM)

ED 247 895

IR 011 244

Gallagher, Leonard J. Draper, Jesse M.

Guide on Data Models in the Selection and Use of Database Management Systems. Final Report.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-108

Pub Date—Jan 84

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Software, *Databases, Information Retrieval, *Information Storage, *Models, Programming, *Programming Languages, *Standards

Identifiers—*Database Management Systems, *Data Models, Network Models, Relational Models

A tutorial introduction to data models in general is provided, with particular emphasis on the relational and network models defined by the two proposed ANSI (American National Standards Institute) database language standards. Examples based on the network and relational models include specific syntax and semantics, while examples from the other models are less precise. An example database is described and a discussion of the structures for modeling this database focuses on data types, actual structures, integrity constraints, and schema definition. An examination of data manipulation covers access from external languages and provides examples designed to show the power of the network and relational models in manipulating their data structures. Some characteristic features of the two models are then analyzed, including their specific benefits and limitations. A final chapter addresses additional issues in the selection of a database management system (DBMS), including access control, backup, recovery, bulk loading, and concurrency control. Most of the topics pertain to the daily operation of the DBMS itself rather than to the logical structures and operations of the data model. (LMM)

ED 247 896

IR 011 245

Hecht, Myron And Others

Microcomputers: Introduction to Features and Uses. Final Report.

SoHar Inc., Los Angeles, CA.

Spons Agency—National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-110

Pub Date—Mar 84

Contract—NB82SBCA1654

Note—148p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Computer Software, Costs, Design Requirements, *Federal Government, Glossaries, *Government Employees, *Microcomputers, Public Agencies, *Systems Development

Identifiers—*Computer Users

This introduction to microcomputers and their implementation and use in federal agencies discusses both basic concepts in microcomputers and their specific uses by clerical, administrative, professional, and technical federal personnel. Issues concerned with the use of specialized application software and integrated packages—word processing, data management, spreadsheets, graphics, and communications—are examined, as well as management and usage issues, and the types of microcomputer systems currently available and their appropriate uses. The motivations, costs, and risks of microcomputer use are identified, and recommendations for successful implementations are provided. A five-page reference list, a glossary, and a six-page annotated bibliography are included. (Author/LMM)

ED 247 897 IR 011 246

Ruthberg, Zella G. Neugent, William

Overview of Computer Security Certification and Accreditation. Final Report.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-109

Pub Date—Apr 84

Contract—NBS08BCA0323

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, Certification, *Computers, Guidelines, Management Information Systems, *Program Development, *Program Evaluation, *Program Implementation, Standards, Systems Development

Identifiers—*Computer Security

Primarily intended to familiarize ADP (automatic data processing) policy and information resource managers with the approach to computer security certification and accreditation found in "Guideline to Computer Security Certification and Accreditation," Federal Information Processing Standards Publications (FIPS-PUB) 102, this overview summarizes an approach to developing a program and performing a technical process for certification and accreditation of sensitive computer applications. The steps involved in the process are briefly identified and described, as are program management issues and the principal functional roles needed within an organization to carry out such a program. Recertification and reaccreditation and their relation to change control are also touched upon. A discussion of evaluation techniques to be used for certification includes risk analysis, EDP audit (a subdivision of internal audit), VV&T (verification, validation, and testing), and security safeguard reviews. The relation of these techniques to the system lifecycle is indicated. (Author/LMM)

ED 247 898 IR 011 247

Barkley, John And Others

Selection of Microcomputer Systems. Final Report.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No.—NBS-SP-500-112

Pub Date—Mar 84

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Software, *Evaluation Methods, Information Networks, *Microcomputers, *Needs Assessment, Planning, Resource Allocation, Shared Services, Systems Analysis, *Systems Development, *Technology Transfer

Intended to provide assistance to non-technical end-users in evaluating the applicability of micro-

computer-based systems to their needs and in choosing appropriate systems, this document recommends first identifying requirements and then identifying and evaluating alternative sources for application software, system software and hardware, and support. Each step in the sequence is examined in detail. Under technical considerations, issues addressed are: (1) the relationship of micro-based systems to central facilities; (2) the configuration of systems to facilitate the sharing of resources; (3) the acquisition of application software in a way that minimizes development and maintenance costs; (4) the "packaging" of the technology for non-technical users; and (5) the acquisition of systems in a way that eases migration into new technology. An appendix provides additional information on characteristics of microcomputer systems. (LMM)

ED 247 899 IR 011 248

Chen, Milton

Computers in the Lives of Our Children: The Legacy of Television Research.

Pub Date—Feb 84

Note—36p.; Paper presented at the Annual Conference of the International Communication Association (San Francisco, CA, May 22-28, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children, Cognitive Processes, Comparative Analysis, Elementary Secondary Education, *Instructional Innovation, Mass Media Effects, *Media Research, *Microcomputers, *Research Design, Research Reports, Socioeconomic Influences, *Television Viewing, Use Studies

This comparative examination considers a new era of research on children's learning. How children learn from microcomputers is studied, in light of research on children and television; and such issues are illuminated as how television and computers differ in their historical and economic contexts, how such differences affect their ability to serve children, what some of the developing differences are in research perspectives and emphases given to television and microcomputers, and, given a common research focus on children, what can be applied from knowledge of children as television viewers to their behaviors as computer users. Diffusion patterns for television and microcomputers, and factors affecting their demand and utilization, are compared. A comparison of research on television and microcomputers presents a typology of television research topics and notes that most television studies have emphasized either the effects of television violence on children's aggressive behavior or the relationship between the view of the social world as portrayed on television and children's socialization. Implications for future research and practice are summarized, and 46 references are listed. (LMM)

ED 247 900 IR 011 249

Wepner, Shelley Kramer, Steven

Designing Your Computer Curriculum: A Process Approach.

Pub Date—[84]

Note—26p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Computers, Educational Planning, Elementary Secondary Education, Evaluation Methods, *Needs Assessment, Policy Formation, *Program Development, *Program Evaluation, *Program Implementation, Reading Instruction, *School Districts

Four essential steps for integrating computer technology into a school districts' reading curriculum—needs assessment, planning, implementation, and evaluation—are described in terms of what educators can do at the district and building level to facilitate optimal instructional conditions for students. With regard to needs assessment, consideration is given to district goals, personnel, budget, facilities, Board of Education support, Central Office support, and school mandates. Planning concerns discussed include the purpose of computer implementation, the location of computers in the schools, student/teacher assignments with computers, time schedule for computer usage, computer hardware/software synchronization, inservice for staff, and evaluation techniques. Critical implementation factors described include appointment of a district-level coordinator, selection of school-level coordinators, and parental involvement. The discus-

sion of evaluation delineates how to solicit the most appropriate feedback regarding the district's computer curriculum, and notes that evaluation should be keyed to goals and include evaluation of the personnel directing and implementing the program. Conclusions indicate the need for reading educators to develop functional literacy with currently accepted media. Twelve references are listed. (Author/LMM)

ED 247 901 IR 011 251

Eisenberg, Michael

Microcomputer-Based Curriculum Mapping: A Data Management Approach.

Pub Date—May 84

Note—10p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Bloomington, IN, May 20-23, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administration, Automation, *Computer Software, *Curriculum Evaluation, *Data Processing, Feasibility Studies, Information Needs, *Management Information Systems, *Microcomputers

Identifiers—*Curriculum Mapping

Curriculum administration and evaluation require specific information on such curriculum components as content, time, teaching methodology, materials, evaluation, and scheduling. Without such information, planning, coordination, resources allocation, and other decision-making activities are severely handicapped. Furthermore, evaluation of the curriculum to determine a program's congruence with institutional goals and objectives is difficult and rarely undertaken. While curriculum guides and course syllabi provide readily available overviews of desirable curriculum, they are often vague, lack specificity, and do not represent the real curriculum. Curriculum mapping was developed by Fenwick W. English (1978) to identify the status quo and reveal the actual school curriculum. A feasibility study for the New York State Bureau to School Libraries applied the process, and addressed data manipulation problems by using a computer-based system called CMAP, developed on an IBM 4341 mainframe system in the APL programming language. A microcomputer-based CMAP system was developed by adapting existing microcomputer file management software. By applying microcomputer capabilities to curriculum mapping, educators have a powerful tool for analyzing and managing curriculum. This paper includes a seven-item reference list and a curriculum map worksheet. (LMM)

ED 247 902 IR 011 252

Sage, Morley Smith, David J.

Microcomputers in Education: A Framework for Research.

Social Science Research Council, London (England).

Report No.—ISBN-0-86226-125-2

Pub Date—Jun 83

Note—60p.; A consultative document for the Social Science Research Council Education and Human Development Committee.

Available from—Economic and Social Research Council, 1 Temple Ave., London, England EC4X 0BD (2 British pounds).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Media, Elementary Secondary Education, Foreign Countries, *Information Science, Instructional Innovation, Learning Processes, Microcomputers, *Program Development, Research Design, *Research Needs, *Research Problems, *Technological Advancement, Technology Transfer

Identifiers—*United Kingdom

Prepared to advise the Social Science Research Council, this report suggests funding priorities for a program of research in the field of educational applications of information technology, with special reference to the primary and secondary sectors. A discussion of the research program initiative context includes the contributions of governmental and government-supported agencies, research and development efforts in North America, and economic considerations. An examination of the need for research on new technology emphasizes its importance for providing an information base for curriculum design and a research base for the "education industry." Attention is drawn to the current

lack of focus and direction in United Kingdom research and the increased risk of dissipation of effort created by a shortage of funds. Two research emphases are proposed: learning processes and information technology, and curriculum and the information society. Potential research problems are considered, and detailed outlines are provided for recommended programs of commissioned research. Fifty-eight references are listed. (Author/LMM)

ED 247 903 IR 011 253
Schimmi, Nad V. Dudley, Donald
Microcomputers on Campus.
State Univ. of New York, Buffalo. Coll. at Buffalo.
Spons Agency—State Univ. of New York, Albany.
Research Foundation.
Pub Date—83

Note—50p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Colleges, Computer Assisted Instruction, *Computer Oriented Programs, *Educational Planning, Higher Education, Inservice Education, *Microcomputers, *Program Development, *Program Implementation, Purchasing, *Teacher Education Curriculum, Universities
Identifiers—Computer Uses in Education

The study reports on a nationwide survey that investigated the specific planning steps and procedures used by colleges and universities in implementing microcomputer instruction into their teacher education curriculum. The findings presented are based on 101 usable responses to a 55-item questionnaire mailed to five major college and university campuses in each of the 50 states (40% return on 250 questionnaires). Following an introduction, statement of the problem, and description of the research methods, a literature review addresses computer and microcomputer use in instruction and lists 140 references. Findings are reported separately for each of the survey questions, which concern such issues as enrollment, curriculum, access to microcomputers, programming languages taught, and inservice training. Conclusions and recommendations for the campuses and for further study are included. A composite program plan is given which summarizes specific key steps and procedures used to implement programs and includes steps in initial planning and in planning for providing inservice training for the education faculty, teacher education curriculum changes, and equipment purchases and placement. The lack of systematic and comprehensive long-term planning before microcomputer acquisition is identified as a major teacher education weakness. (LMM)

ED 247 904 IR 011 254
Schimmi, Nad V.
Microcomputers in the Schools.
State Univ. of New York, Buffalo. Coll. at Buffalo.
Spons Agency—State Univ. of New York, Albany.
Research Foundation.
Pub Date—83

Note—53p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Software, *Educational Planning, Elementary Secondary Education, Inservice Teacher Education, Literature Reviews, *Microcomputers, National Surveys, *Program Development, *Program Implementation, Purchasing, School Surveys
Identifiers—*Computer Uses in Education

A nationwide mail survey was conducted of 400 randomly-selected schools in the 50 states to investigate the decisions made by schools in implementing microcomputer instruction and the procedural planning systems developed by schools to integrate microcomputer instruction into the program. An introduction, statement and explanation of the problem, discussion of major questions and basic assumptions, and description of the survey methodology are included. A literature review addresses the benefits of microcomputers for learners and trends in the use of microcomputers for instruction; 40 references are listed. Findings based on 141 responses (35%) are summarized for each of the 60 questionnaire items, and conclusions are presented in detailed, brief, and summary formats. Thirty-three recommendations for implementing microcomputer instruction are listed and eight topics are suggested for further study. A composite plan based on the specific steps and procedures actually used by schools is provided to assist schools in planning

and implementing their own microcomputer instructional programs. The lack of systematic and comprehensive long-term planning before microcomputer acquisition is identified as the major weakness in integrating microcomputers into school programs. (LMM)

ED 247 905 IR 011 255
Perron, Hilary
The National Correspondence College of Zambia and Its Costs.
International Extension Coll., Cambridge (England).
Report No.—ISBN-0-903632-33-0
Pub Date—Dec 83

Note—19p.
Available from—International Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN, England (2 British pounds per copy).
Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Organization, *Correspondence Study, *Cost Effectiveness, Cost Estimates, *Developing Nations, Distance Education, Economic Factors, *Educational Radio, Foreign Countries, Program Descriptions, Secondary Education, *Study Centers
Identifiers—*National Correspondence College (Zambia), Zambia

The organization of the college, its services, student learning procedures, and economic considerations are described in this report. Background information summarizes the dramatic expansion of Zambia's educational system and the country's unfulfilled demand for secondary education. Efforts of the National Correspondence College's efforts to meet this demand through secondary level correspondence courses are outlined, including its support of traditional mail correspondence through supervised study groups and radio programs. Tables illustrate the trend for an increasing proportion of students to work in supervised study group (SSG's). A 1982 radio broadcast timetable is also included. Academic staff functions are described, including correspondence course writing and revision, preparing radio broadcasts, and supervising work for part-time students. Administrative staff responsibilities are also summarized. Student home study procedures are explained, as well as work in SSG's, and a brief account of an actual SSG meeting is provided. Capital equipment and annual recurrent costs are examined and summarized in tabular form, and costs per supervised study center are estimated. Costs per student in an SSG are compared with equivalent costs in regular secondary schools, and the academic results of the two systems are compared. Seven references are listed. (LMM)

ED 247 906 IR 011 256
Kirk, Sandra H. Sterling, Christopher H.
Overcoming Impediments to New Technology. A Summary of the Third Invitational Postsecondary Educational Review Panel.
George Washington Univ., Washington, D.C.
Spons Agency—National Center for Education Statistics (ED), Washington, DC.
Pub Date—7 Dec 83

Note—12p.; For related document, see IR 011 262.
Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, *Copyrights, *Educational Media, Educational Television, *Federal Aid, Federal Regulation, Financial Support, Postsecondary Education, Program Descriptions, *Teacher Education, *Technological Advancement

The role of copyright and other limitations on use of educational software and the effective training of teachers to utilize changing technology were the focus of the third and final session of a 1983 series of educational technology review panels. Daniel Brooks and Michael Remington discussed the current and changing status of copyright regulation and legislation. Policy implications of copyright law for federal funders of educational software, including television, were addressed by Richard Huber of the National Endowment for the Humanities, George Tresselt of the National Science Foundation, and Frank Withrow of the Center for Libraries and Education Improvement (Department of Education). New technology and software rights were discussed by Eugene Aleinikoff, an attorney, John Carey of New York University, Larry Benincasa of Reston

Publishing, and John Cecil of the Public Broadcasting Service. The need for proper teacher preparation and training for a changing technology was considered by Charles Tidball of George Washington University. Mont Mondale of the Educational Computer Service (National Education Association), Allan Hershfield of the Instructional University Consortium for Telecommunications and Learning, and David Wormser, an attorney for the Association of Data Processing Service Organizations. Paul Mertins and Joan Katz made brief presentations on current National Center for Education Statistics projects and research, including an arrangement with the Corporation for Public Broadcasting for several joint projects. An appendix lists 11 readings. (LMM)

ED 247 907 IR 011 257
Purcious, Les
Personal Computer Instruction for University Faculty.

Pub Date—23 May 84
Note—11p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (13th, Bloomington, IN, May 23, 1984).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Computer Literacy, Course Descriptions, *Course Organization, *Faculty Development, *Microcomputers, Program Descriptions, School Surveys, *Teaching Methods, Universities

A survey was conducted in the fall of 1983 to investigate the provision of programs for faculty in microcomputer use at 30 southern and southeastern universities whose libraries were members of the Association of Southeastern Research Libraries. Each participating university was sent a description of a 10-week set of seminars on personal computing for Memphis State University (MSU) faculty and a letter requesting information on any similar programs at that university. Of the 23 (76.6%) universities responding, 4 reported no faculty computer literacy program of any kind, while the remaining 19 reported a wide range of instructional formats for such programs. Only two universities offered a segmented, multiple-session course in microcomputer instruction similar to the MSU course, though one series of four hour-long sessions was reported. Morning and afternoon workshops were the most common instructional format, followed by the existence of a microcomputer lab located either in a computer center or in colleges or schools. No dominant pattern of organizational locus of microcomputer instruction was evident, although computer centers were most commonly cited. This report includes extracts from letters and printed statements from respondents to indicate the variety of programs offered, and lists one reference. (LMM)

ED 247 908 IR 011 258
Gripshover, Nancy A.
Preventing Gender-Role Stereotypes in Classroom Computer Use: The Importance of Creating the "Right Conditions."
Pub Date—Nov 84

Note—35p.; Paper presented at the Annual Conference of the Speech Communication Association (Chicago, IL, November 1984).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Attribution Theory, Classroom Environment, *Computer Oriented Programs, Computers, Elementary Secondary Education, Literature Reviews, *Media Research, *Research Methodology, Research Needs, *Research Problems, Self Concept, *Sex Differences, *Sex Stereotypes

This exploration of the potential for gender-role stereotypes to interfere with the constructive integration of computers into elementary and secondary school classrooms suggests that gender-related differences in perceptions of abilities in mathematics and science are the precursors of similar perceptions regarding computer use. Literature pertaining to the development of gender-role perceptions and the effects of these perceptions on self-image and achievement is examined, including studies concerning attribution theory, and the influence of context on learning is discussed. Methodological constraints in gender-role research are considered, including problems with prior research resulting from lack of adequate sampling during test construction, poorly defined constructs, simplistic and biased conceptual

bases, instrument bias (even in newer scales), and lack of comparability across instruments. Directions for the conceptualization of new research are also described. A 29-item reference list is included. (Author/LMM)

ED 247 909 IR 011 259

Aichele, Douglas B. Ed. *And Others*

Proceedings: Annual Microcomputer Conference (3rd, Stillwater, Oklahoma, November 18-19, 1983).

Oklahoma State Univ., Stillwater.

Pub Date—Nov 83

Note—78p.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Oriented Programs, Computer Software, Elementary Secondary Education, Instructional Materials, *Microcomputers, Postsecondary Education, *Programming, Programming Languages, Teacher Education

Identifiers—Computer Uses In Education, *LOGO Programming Language

LOGO programming language and microcomputer applications for educators are the primary themes addressed in this conference collection of 2 keynote speeches and 32 presentation abstracts (with reference lists). The keynote papers are "LOGO and the Retraining of Teachers," by Kathleen A. Martin and "Should I Use LOGO?" by James H. Muller; the abstracts summarize presentations by 5 education administrators, 3 elementary teachers, 5 secondary teachers, 5 special educators, 6 postsecondary educators, and 8 teacher educators. Specific topics addressed include accountability, computing readability by microcomputer, using microcomputers for editing business letters and reports, PASCAL, building the high school computer curriculum, teaching programming, using the computer with gifted and talented students, learning disabled students and computer assisted instruction (CAI), evaluating software for CAI, preparing instructional visual aids using a microcomputer, CAI in three sensory modes for foreign language learning, computer science needs in Oklahoma, the role of microcomputers in a preservice elementary math methods course, computer literacy guidelines (K-12), and important considerations for teacher training in microcomputer technology. (Author/LMM)

ED 247 910 IR 011 260

O'Connor, Bridget Levinson, Cynthia, Ed.

Regional Forum on Distance Learning. A Report. Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-83-0007

Note—87p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Distance Education, *Information Networks, Instructional Innovation, Program Descriptions, *Regional Programs, Surveys, *Teaching Methods, Telecommunications, *Teleconferencing

Identifiers—Electronic Blackboards, Gemini Blackboard

The audio teleconference summarized in this report joined six state education agencies (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) and the National Institute of Education with experts nationally and abroad for 3 days in April 1984. Presentations summarized include (1) "The Need to Consider Alternative Delivery," Paul Resta and William Kirby; (2) "Learning by Distance: How Effective?" Joseph Lipson; (3) "College Credit for the Gifted by Teleconference," Jan Kruh; (4) "Science Teacher Inservice by Teleconference," Jack Gerlovich and Roy Unruh; (5) "Coursework for Certification of Vocational Education Teachers," Arnold Freitag and Howard Hammond; (6) "Elementary Math and Foreign Languages by Gemini Blackboard," Frederic Todd, Sr., Betty Scott, and Everett Gillette; (7) "Mathematics and Language Drill by Dial Access," Elliot Duchon and Ron Fortune; (8) "Computer Networking for the

Classroom," Paul Nachtigal and Richard Phillips; (9) "Computer Chronicles," Margaret Riel; (10) "Improving Reading with Teletype," Clarice Kenney; (11) "How to Use the Gemini Blackboard," Linda Yetter; (12) "Cost Efficiency of Distance Technologies," Leslie Wagner and Rickiann Bronstein; and (13) "Electronic Networks," Carl Oldsen. Summaries are also provided for three sessions on educational policy issues: an interactive problem-solving session, state education agency reports, and a nationwide distance learning survey. Statements by Terrell Bell and Manuel Justiz on the future, a distance learning experience report, and resource information are included. (LMM)

ED 247 911 IR 011 261

Winkler, John D. *And Others*

"Successful" Use of Microcomputers in Classroom Instruction.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—Rand-P-6653

Pub Date—Aug 83

Note—16p.; Paper presented at the International Conference on Research in Computer-Based Education (Wilmington, DE, June 3, 1982).

Available from—Publications Department, The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$4.00 per copy).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Decision Making, Learning Activities, *Microcomputers, Objectives, Outcomes of Education, *Research Design, Research Methodology, *Success, *Teacher Effectiveness

Along with cost, and hence availability of hardware and quality educational courseware, the major barrier to full implementation of microcomputers is the lack of knowledge possessed by researchers and educational practitioners alike regarding the nature of the knowledge, skills, and attitudes a teacher must have to successfully use microcomputers in classroom instruction. In evaluating the success of classroom computer use, the inclination is to pit technology against "regular instruction" and to compare the effects of these alternatives on student achievement. The premature conclusion may be that computer technology offers little incremental benefit. A process analysis would focus on how teachers integrate computer activities into classroom instruction, including the consequences of degrees of integration for outcomes of instruction such as student achievement and motivation. Successful classroom computer use is inherent in teachers' planning, decision making, and evaluation of instruction. The teacher decision-making perspective suggests several dimensions that should be included in the evaluation—goals, curricula, computer-based learning activities, integration, and feedback. Because the proposed definition of successful computer use focuses on prescriptive, interactive, and evaluative processes rather than products like standardized test scores, a naturalistic and field-based research approach is suggested. Nine references are listed. (LMM)

ED 247 912 IR 011 262

Sterling, C. H.

Tracking the New Technology. A Summary of the Second Invitational Postsecondary Educational Review Panel.

George Washington Univ., Washington, D.C.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—17 Aug 83

Note—9p.; For related document, see IR 011 256.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Technology, *Federal Aid, Financial Support, *Information Needs, Postsecondary Education, *Prediction, Program Descriptions, *Technological Advancement, *Telecommunications

The second educational technology review panel addressed problems with forecasting the trends and impact of newer telecommunications technologies in both home and institution of higher education settings, and the role of several grant programs in edu-

cational technology. Paul Mertins provided an update on a National Center for Education Statistics computer literacy project, and Peter Ditt and David LeRoy discussed a forthcoming Corporation for Public Broadcasting (CPB) survey. A panel on forecasting the telecommunications market included John Carey, New York University; Kathleen Griner, American Newspaper Publishers Association; Paige Everhart, Hope Reports; Harold Horowitz, National Endowment for the Arts (NEA); Charles Jones, IBM; Dana Kadison, independent consultant formerly with Warner/Atari; Charlotte LeGates, Computer and Business Manufacturers Association; and Charles Oliver, CBS, Inc. Educational administrators' need for knowledge of the potential of new delivery systems was addressed by Marc Tucker of the Carnegie-sponsored Project on Information Technology and Education, Charles Jones of IBM, and John Robinson of the University of Maryland. Participants in the final panel discussion on grant programs in media and educational technologies were Steve Ehrmann, Fund for the Improvement of Post-Secondary Education; Dick Humber and Grace Cavallari, National Endowment for the Humanities; Peter Ditt and Mara Mayor, CPB; and Harold Horowitz, NEA. Final comments concerned funding programs and ideas for future panel meetings. (LMM)

ED 247 913 IR 011 263

Karari, Florida, Ed. *And Others*

Training Curriculum. Community Development Workers' Training Series 1.

United Nations Children's Fund, Nairobi (Kenya). Eastern Africa Regional Office.

Pub Date—84

Note—34p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Development, *Developing Nations, *Extension Agents, Learning Activities, *Linking Agents, Objectives, Rural Development, *Teaching Methods, *Trainers

Identifiers—*Africa

Developed to provide community animators or facilitators, extension workers, and trainers in east, central, and southern Africa with units and modules useful in compiling training courses to meet their own needs, this three-part guide includes, for each target group, a discussion of the group's needs/problems and roles and suggests learning objectives, content topics, training approaches or methods, and resources. Part 1 looks specifically at the orientation of community animators—the key links between development agencies and community members—and indicates methods for extension workers to establish links and develop a working relationship with the animators. Part 2 discusses training the extension worker, while part 3 provides 13 modules for the training of trainers on the following topics: (1) communications theory, models, and practice; (2) rural/urban development and communications; (3) the community approach; (4) training policy in relation to communications training for basic services; (5) communications program development, planning, and management; (6) psychology of the adult learner; (7) guidance and counseling; (8) leadership strategies; (9) training strategies; (10) instructional methods and techniques; (11) selection, utilization, maintenance, and evaluation of media and teaching aids; (12) traditional popular media; and (13) evaluation techniques. (LMM)

ED 247 914 IR 011 264

Traveling Apples.

Rowland Unified School District, Rowland Heights, CA.

Pub Date—[83]

Note—32p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Literacy, Elementary Education, Equipment Maintenance, *Input Output Devices, Inservice Teacher Education, *Learning Activities, *Microcomputers, Objectives, *Program Development, Program Evaluation, *Program Implementation, Safety

Identifiers—*Apple II

Teacher-developed materials for a basic computer literacy and utilization program for elementary students in grades 3-6 are included in this 4-part packet, which was originally prepared for use with or without the Apple IIe "traveling" microcomputers shared by 15 Rowland Unified School District elementary schools. Implementation procedures are suggested for teachers and principals, and sample

project planning forms, schedules, and evaluation materials are provided. Materials for use before the computer arrives include an outline of activities and objectives (for the teacher); student pages introducing the computer and illustrating the keyboard and care of computers and disks; and a 19-page student folder with worksheets and illustrations on parts of a computer system, including the disk drive, monitor, printer, disk, and keyboard. Set-up and operating instructions include a packing list, safety and security recommendations, and environmental considerations. Activities suggested for use with the computer cover student orientation, how to use correlated basic task cards, and inservice teacher preparation. (LMM)

ED 247 915

Hall, Ralph L.

Use Computers to Plan Instruction.

Pub Date—[83]

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Managed Instruction, *Computer Oriented Programs, *Computers, *Group Instruction, *Individualized Instruction, *Individual Needs, *Learning Activities, *Lesson Plans, *Objectives, *Student Characteristics, *Teachers

Identifiers—*Computer Uses in Education

Already available inexpensive computers with fast printers could significantly reduce the size and complexity of the task of individualizing instruction. A computer-based system could be designed to store and analyze student characteristics, compare relevant factors with instructional objectives, and prescribe learning activities selected from a bank which reflected the characteristics of the school's staff, facilities, equipment, materials, and available time. Teachers today are prepared to provide for individual differences but may become frustrated because of restrictions imposed by current planning and organization systems. Computer-based lesson planning could help match learner readiness and learning activities to use large-group instruction more effectively in individualizing, and provide faster, more valid analyses of the relative value of various learner characteristics for planning instruction. Implementation of a computer-based system will require new staffing configurations and consideration of cost effectiveness, the issue of alienation, and the need to provide heterogeneous group activities to teach group process skills and attitudes. (LMM)

ED 247 916

Boyd, Gary M.

The Use of Heuristics Based on Frank's Political-Value Triangle for the Analysis and Design of Legitimate Educational Games.

Pub Date—82

Note—22p.; Paper presented at the International Conference on Cybernetics (10th, Namur, Belgium, August 1983).

Available from—Institute for Cybernetik, University of Baderborn, Kleinenberger Weg 16B, D 4790 Paderborn, West Germany.

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Design Requirements, *Educational Games, *Hidden Curriculum, *Incidental Learning, *Instructional Design, *Models, *Moral Development, *Values, *Values Education

Identifiers—*Value Triangles

Educational games are usually developed by copying existing recreational games and adding instructional components, or by using the intuitive preferences of the designer. However, existing games attract people through ideological value exemplifications. Moreover, whatever else they teach, games teach ideologies of either preservation, equality, or freedom. Helmar Frank's Political Value Triangle and an analogous Aesthetic Value triangle can be used to construct heuristics to help the educational designer choose games that cultivate the ideological ideals of the school or community concerned. This paper delineates ways of investigating these ideological "metaobjectives" of instruction insofar as they are embodied in specific learning activity packages and discusses several examples. Fifteen references are listed, and six figures illustrate the use of value triangles in game design. (Author/LMM)

ED 247 917

Rogers, Rex M.

IR 011 265

Computer-Based Education at Cedarville College:

A White Paper.

Pub Date—Nov 83

Note—22p.; Paper presented to the Administration and the Faculty of Cedarville College (Cedarville, OH, November 1983).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *College Students, *Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, *Computer Oriented Programs, *Higher Education, *Objectives, *Program Development, *Program Implementation, *Technological Advancement

Identifiers—*Cedarville College OH

In order to provide a framework for addressing computer literacy and program development considerations, this document discusses issues in computer implementation on higher education campuses and outlines a preliminary plan for Cedarville College to meet computer-related needs of faculty and students. The growth of the computer industry and the response of educational institutions is summarized, and the dilemmas caused by rapid technological advancement are examined. An analysis of problems involved in defining computer literacy concludes by suggesting a multi-level view of computer literacy as a means of addressing both student and faculty needs for computer-based education, as well as continuing a commitment to the liberal arts. Computer-based education, computer-managed instruction, and computer-assisted instruction are briefly explained. Program goals are identified and discussed from the perspective of both faculty and student computer literacy issues, and 10 initial educational objectives for computer-based education at Cedarville College are listed. A summary of current plans to meet the objectives describes new computer system purchases, development of an Academic Computer Center, and 10 parallel efforts to assure optimum use of the new system. Footnotes cite 23 sources. (LMM)

ED 247 918

Collins, Sue Newman, Joan

Computer Technology in Curriculum and Instruction Handbook. Courseware Evaluation.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date—[82]

Note—62p.; Document is printed on colored paper.

Section II prepared by Nancy Motomatsu.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Courseware, *Evaluation Criteria, *Evaluation Methods, *Information Sources, *Instructional Materials, *Media Selection, *Purchasing

Identifiers—*Software Evaluation, Washington

Developed to provide Washington State educators with information on the evaluation of computer software or courseware, this booklet includes brief sections on general criteria for evaluating instructional materials, general criteria for evaluating courseware, and special considerations in evaluating courseware. Such considerations include deciding whether computer software is appropriate; specific criteria for different types of programs such as drill and practice, tutorials, or simulation; previewing; pre-purchase decisions; and finding others' courseware evaluations. A criteria and rating scale synthesized from a variety of sources is presented for use in checking software against some general criteria in the areas of content, presentation, interaction, and teacher use. Appendices contain laws and regulations governing instructional materials; criteria for the selection of instructional materials endorsed by the Washington State Board of Education (December 6, 1974); 6 sample evaluation forms; and source information for 6 review journals and 21 periodical resources in computer education. (LMM)

ED 247 919

Green, Alan

Communicating in the '80s. New Options for the

Nonprofit Community.

Benton Foundation, Washington, DC.

Pub Date—[83]

Note—67p.; Photographs may not reproduce.

Available from—Benton Foundation, 1776 K Street NW, Washington, DC 20006 (\$3.00 per copy; \$2.00 each for ten or more copies).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

IR 011 269

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Administration, Advocacy, *Delivery Systems, Fund Raising, *Microcomputers, *Nonprofit Organizations, *Professional Development, *Public Education, *Public Relations, *Research, *Telecommunications, Training

Identifiers—Instructional Television Fixed System, Interactive Video

This booklet includes descriptions of new communications technologies and case studies of how they can be used in planning for appropriate and effective use of technology to enhance service to the public. Single-page overviews of satellites, broadcasting, videotex, cable television, microcomputers, teleconferencing, personal video, and telephones are provided. Individual chapters provide details on how public service organizations have used these technologies in fund raising, publicity and media relations, public education, consensus building and advocacy, research and dissemination, training and professional development, delivery of services, and management and administration. Brief case studies summarize a variety of projects developed by such organizations as school districts, the People for the American Way, United Methodist Communications, the Domestic Policy Association, the League of Women Voters, the American Business Network, the United States Chamber of Commerce, the American Enterprise Institute, and the AFL-CIO. A resource list includes 19 organizations, 16 books, and 8 periodicals. (LMM)

ED 247 920

Development Communication Report. No. 46,

Summer 1984.

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Pub Date—84

Note—15p.

Journal Cit—Development Communication Report; n46 Sum 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agriculture, *Communications, *Developing Nations, Foreign Countries, Health Services, *Information Sources, *Literacy, *Microcomputers, *Microfiche, *Technological Advancement, *Technology Transfer

Identifiers—*Development Communication, Peru, Sierra Leone

A variety of articles address the use of communications in development, including (1) "Policy Considerations in Global Telecommunications" (Sandra Lauffer); (2) "Sharing Information for Rehabilitation in the Third World" (M. Miles); (3) "Growing More Rice in Sierra Leone: Baseline Survey Guides Media Campaign" (Gary O. Coldevin); (4) "The A.T. (Appropriate Technology) Microfiche Reference Library: Information When You Need It" (Ken Darrow and Michael Saxenian); (5) "Literacy Work in Peru" (Gary Coldevin); and (6) "Microcomputers and Health Improvement in Developing Countries" (Aziz El Kholy and Salah H. Mandil). Barbara Minor reviews five recent documents available through ERIC, and four books on development communications topics are reviewed in "A Communications Checklist." Announcements are included on UNESCO's need for instructional materials on nutrition, a free development communications catalog, a scriptwriting contest, and a 1984 summer seminar on new technologies. In "Radio Coverage Statistics," Wilma Lynn summarizes research findings on the number of broadcasting stations and receivers in less-developed countries around the world. (LMM)

ED 247 921

Cruz, John A. Cury, Bob J.

The Effect of Word Processing on Writing.

Pub Date—[May 84]

Note—10p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Bloomington, IN, May 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *College English, *College Students, *Computer Oriented Programs, *Higher Education, *Intermode Differences, *Microcomputers, *Student Attitudes, *Word Processing, *Writing (Composition), *Writing Instruction, *Writing Processes

IR 011 271

Identifiers—Freshman Composition

The effect of microcomputer word processing on college students' writing was investigated with three sections of a required freshman English course at Indiana University of Pennsylvania. Half of the subjects were randomly selected to use the university microcomputer in a laboratory setting to write eight essays, while the other half worked in their usual handwritten or typewritten modes. Measures focused on dimensions of attitude (pre- and post-anxiety, pre- and post-readiness, and reaction); performance (organization, idea development, grammar usage, sentence structure, and grade); process (brainstorming, outlining, rough drafting, and working on revisions); and computer resource costs. Final grade and sex were also recorded. Changes in measures were not consistent across the three sections. Results indicated that the overall effect of word processing on writing varies with the writer and with general factors related to the teacher and the class. Although the data do not support any general statements about the effect of word processing on writing, word processing use will be continued because it fits well with the current emphasis on process in writing, students like it, no major failures occurred, and positive changes in writing behavior were observed. Three references are listed. (Author/LMM)

ED 247 922 IR 011 272

Bidd, Donald. And Others

FORMAT: Canada's Computerized Information System for Audiovisual Materials — FORMAT: Un Systeme National d'Information Informatise pour les Produits Audiovisuels Canadiens.

National Film Board of Canada, Montreal (Quebec).

Pub Date—Jul 84

Note—40p.

Language—English; French

Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiovisual Aids, Automation, *Cataloging, *Databases, Design Requirements, Foreign Countries, *Indexing, Information Retrieval, *Information Storage, National Programs, Online Systems

Identifiers—*Canada, FORMAT (Database)

This report describes the development and operations of FORMAT, a Canadian database system designed to achieve comprehensive national bibliographic control of Canadian-produced audiovisual materials. FORMAT's developmental criteria are outlined, including its emphasis on Canadian-produced audiovisual documents, French/English bilingualism, computerization according to national and international library standards, and provision of extensive information in a user-friendly manner. An explanation of the system's network structure and information gathering and processing standards covers use of the Anglo-American Cataloguing Rules, 2nd Edition, for cataloging; PRECIS (PREAdvanced Context Index System) for indexing; and MARC (Machine-Readable Form) for coding the records. Sources of information for the database and coordination of the network are summarized. Data processing concerns discussed include building the database using UTLAS, Inc., an existing bibliographic processing utility, and additional details on cataloging, coding, and subject access. An example of PRECIS index entries demonstrates the system characteristics of specificity and natural language expression. Access to FORMAT using both batch mode and online access systems are described, and 11 references are listed. A French-language version is included. (LMM)

ED 247 923 IR 011 274

Lambert, Benjamin J. III. And Others

Initiatives to Advance Computer-Assisted Instruction. Report of the Joint Subcommittee to the Governor and the General Assembly of Virginia. House Document No. 34.

Virginia State General Assembly, Richmond.

Pub Date—84

Note—16p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Science Education, *Curriculum Development, Educational Assessment, Educational Legislation, *Educational Needs, Futures (of Society), Needs Assessment, State Programs, *Technological Advancement

Identifiers—*Virginia

A study authorized by the General Assembly of Virginia during the 1983 session examined the specific education and training strategies that the state should pursue to meet the demands of technological advancements. Information was gathered concerning instructional computing, computer science programs, the needs of local school divisions, technological advances in telecommunications, and business and industry's needs for a skilled workforce. Findings indicated a dearth of information on educational computing in Virginia; inconsistency in terminology used; insufficient funding for computer science programs statewide; a need for a general updating of school curriculum, with an emphasis on higher-order, problem-solving skills; and a need for cooperative programs between schools and industry that address both vocational/career education and basic academic skills. While results support the need for a viable and comprehensive computer-based curriculum, varied issues must be resolved prior to recommending or mandating its implementation, including those related to curriculum focus and sequence, teacher training, administration, procurement of hardware and software, funding, state leadership, and equity. Appendices include proposed legislation and state computer literacy requirements and objectives. (LMM)

ED 247 924 IR 011 275

Oglethorpe, Earl J.

Inservice Microcomputer Training: An Evaluation.

Pub Date—[84]

Note—10p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Computer Assisted Instruction, *Computer Literacy, *Computer Software, Course Evaluation, *Evaluation Criteria, Formative Evaluation, Higher Education, *Inservice Teacher Education, *Microcomputers, Programming

Identifiers—*Computer Uses in Education, Software Evaluation

An evaluation was conducted of an Illinois Department of Curriculum and Instruction inservice course on microcomputer utilization. Designed to provide educators with preliminary knowledge and experience pertaining to educational uses of microcomputers, the course focused on hardware, software, philosophy, methodology, utilization modes and patterns, and related literature. A post-test was administered to 115 teachers in 8 classes to evaluate the following areas: computer literacy and skills; educational hardware and software evaluation; program development and writing; effectiveness of the course in teaching computer skills; and the course structure, organization, content, and relevance. Findings showed that the participants were generally satisfied with the course effectiveness, organization, content, and relevancy, although those who had future plans to utilize microcomputers were more satisfied than those with no such plans. Responses were significantly influenced by teachers' goals and suggest that most teachers are not prepared to use computers independently after one microcomputer course, and that they need to obtain a certain level of hands-on computer familiarity and competency before they can use the computer competently in the classroom. (LMM)

ED 247 925 IR 011 276

Johnston, C. Fred

The Introduction of Microcomputers into an Introductory Educational Media Course in Pre-Service Teacher Education: A Case Study.

Pub Date—9 Jun 82

Note—38p.; Paper presented at the Annual Convention of the Association for Media and Technology in Education in Canada (Winnipeg, Canada, June 9, 1982).

Pub Type—Guides - Classroom - Learner (051) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Software, Foreign Countries, Higher Education, *Instructional Development, *Learning Modules, *Microcomputers, *Preservice Teacher Education, Programming, Programming Languages, Student Attitudes

Identifiers—BASIC Programming Language, *Computer Uses in Education, Queens University of Kingston (Canada)

A learning module on the applications of microcomputers in instruction, which was developed

for preservice and inservice teacher education at Queen's University at Kingston, was implemented within an existing introductory educational media course. An instructional development model (Dick and Carey, 1978) was used to identify instructional goals; analyze learner characteristics and objectives; design parameters; and develop, implement, and evaluate the instructional materials. Designed for use by pairs of students in a 1-hour microcomputer laboratory setting, the resulting module required students to identify and describe the functions of each element in the Apple II Plus microcomputer system and to operate an Apple II using three prepared instructional programs: "Legends" (tutorial); "Lemonade" (simulation); and "Don't Fall" (drill). An optional component introduced BASIC programming and required students to program the computer to generate the square roots of all even integers from 10 to 50. Initial implementation results were positive, although some revisions were recommended. This report includes the three-section module, a six-item quiz, and a course evaluation form. Eight references are listed. (LMM)

ED 247 926 IR 011 375

Brown, James W., Ed.

Trends in Instructional Technology.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0001

Note—56p.; These papers also appear as Part I of "Educational Media Yearbook 1984," edited by James W. Brown and published by Libraries Unlimited, Littleton, CO.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-66, \$6.95 per copy plus \$1.50 for shipping and handling).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Delivery Systems, *Educational Technology, *Educational Trends, Employment Opportunities, Employment Qualifications, Futures (of Society), History, Industrial Training, *Information Networks, *Information Science, Intermediate Differences, Learning Theories, *Media Research, Military Training, Professional Associations, *Systems Approach

This collection of five articles presents the viewpoints of experts on various aspects of the field of instructional technology (IT). Wesley C. Meierhenry traces the history of IT from its original emphasis on audiovisual media to its current concern with instructional design and the use of systems and systematic approaches. Henry T. Ingle presents a menu of new information technology developments and suggests some implications for IT professionals. The history of IT research is reviewed by Vernon S. Gerlach, who questions the validity of research focusing on the superiority of individual nonprint media over books and other types of media, as well as the utility of computers for instruction. He calls for disciplined research and increased attention to the behavior of instructional developers. Robert K. Branson cites and reviews the significance of several cases involving applications of instructional systems technology to training problems associated with business/industry and government/military institutions. Barry Bratton and Kenneth H. Silber note some recent changes in the field and efforts to discipline and upgrade IT professionals through certification and accreditation. They conclude by relating their observations to recent national critiques of education and indicating changes in IT performance and career goals that may result. (BBM)

ED 247 927 IR 050 787

Buckingham, Betty Jo, Comp.

Library Media Skills Sampler. Volume I: A Sharing of Ideas from Practicing School Library Media Specialists in Iowa.

Iowa State Dept. of Public Instruction, Des Moines.

Report No.—4200-E63282-6/84

Pub Date—84

Note—97p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Courseware, Elementary Schools, Elementary Secondary Education, *Instructional Materials, *Learning Resources Centers, *Library

Instruction, Library Skills, *Media Specialists, Microcomputers, Research Skills, *School Libraries

Identifiers—Iowa

In response to the requests of library media workshop participants who were queried during the 1982-1983 school year by the Iowa Department of Public Instruction about what would be most helpful to them in the area of library skills, this sampler of library media skills teaching ideas was produced. Ideas were solicited from practicing library media specialists and were published basically unedited. Both elementary and secondary school library media specialists submitted ideas on a wide range of topics. The 36 ideas are presented in random order, with no subject index, and most include the name and address of the contributor. Many of the activities are quizzes, designed to introduce students to a library's collections. Other activities include games (Card Catalog Race, "Egg" Hunt, Classification Match), suggestions for individualized lessons to be used with periodical guides, and programs for use on the Apple Microcomputer. (DMC)

ED 247 928 IR 050 805
Southwick, Neal S.

An Examination of Faculty Support toward the Learning Resources Center at Ricks College. Societal Factors Affecting Education.

Pub Date—Jun 84

Note—71p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Faculty, College Libraries, Facility Utilization Research, Higher Education, *Learning Resources Centers, *Library Research, Library Surveys, Literature Reviews, Questionnaires, *Teacher Attitudes, Use Studies

Identifiers—Ricks College ID

This study was designed to determine the level of faculty support for the Learning Resources Center (LRC) at Ricks College, and to establish the degree of their encouraging student use of the LRC. The procedures used included a review of the literature, use of an inquiry committee of faculty and librarians to help identify pertinent questions to be included in a survey instrument, development of a survey questionnaire to gather data from the faculty, and computer tabulation of the survey questionnaire. The questionnaire was completed and returned by 155 of the 260 faculty to whom it was sent (60%). Results were tabulated by academic division for comparison and also cross-tabulated by sex, age, degree held, and years taught at Ricks College. The study indicated that the level of support from the faculty was lower than the LRC would like. It also showed that, while faculty believe that grades can be improved through student use of the LRC, they do not generally require their students to use the library. Recommendations are made to conduct further survey studies, initiate workshops or programs to promote faculty involvement, evaluate the quality of the LRC collection, engage in more promotional activities, and do a follow-up study within the next five years. (Author/DMC)

ED 247 929 IR 050 806
Bolin, Robert L.

FAMULUS: A Personal Information System User's Manual (for IBM System Users).

Georgia Univ., Athens.

Pub Date—1 Aug 84

Note—66p.; For related document, see ED 053 754.

Pub Type—Guides - General (050) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Oriented Programs, *Computer Software, Guidelines, *Information Retrieval, *Information Storage, Information Systems, Input Output, Search Strategies

Identifiers—*FAMULUS, Job Control Language, University of Georgia

This manual explains how to use the FAMULUS program package in a computing environment where most text is input through terminals and most files are stored on disks. Developed in the late 1960s by the Pacific Southwest Forest and Range Experiment Station of the United States Forest Service, FAMULUS was conceived as a personal documentation system for research scientists. It provides extreme individual freedom to structure and update information files maintained by individuals, and interchange and merger of files between individuals or groups is easily accomplished. This manual was

adapted from a FAMULUS manual prepared in 1969 and enhanced with some ideas and examples from three other FAMULUS manuals. The main change was to recommend using an interactive editor program instead of keypunching to prepare the FAMULUS records. The manual is divided into four chapters: (1) general information, (2) preparing an input file, (3) the FAMULUS programs, and (4) effective use of the search program. The four appendices include a bibliography and information on rules for keypunching (the original mode of input), how to interpret error messages, and job control language. (DMC)

ED 247 930 IR 050 807

Thompson, Glenn

Guidelines for Cataloging Microcomputer Software. Revised.

Wisconsin Educational Media Association, Madison.

Pub Date—83

Note—18p.

Available from—Don Jorgensen, McKinley Instructional Service Center, 812 North 10th Street, Manitowoc, WI 54220 (\$1.50 + \$.50 for mailing).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Card Catalogs, *Cataloging, *Computer Software, Guidelines, Library Technical Processes, Magnetic Tape Cassettes, *Microcomputers

Identifiers—*Catalog Cards

These guidelines are revised versions of those originally presented at the spring conference of the Wisconsin Educational Media Association in 1982, as part of a session entitled Cataloging Problem Software. Nine general guidelines are presented and samples are provided for a set of cards which include: main entry, subject added entry, name added entry, shelflist, title analytic, main entry under personal author, and tape cassette cards. (DMC)

ED 247 931 IR 050 808

Thompson, Glenn

Guidelines for Cataloging Videotapes.

Wisconsin Educational Media Association, Madison.

Pub Date—82

Note—14p.; Presented at the Spring Conference of the Wisconsin Educational Media Association (April 23, 1982).

Available from—Don Jorgensen, McKinley Instructional Service Center, 812 North 10th Street, Manitowoc, WI 54220 (\$1.50 + \$.50 for mailing).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Card Catalogs, *Cataloging, Guidelines, Library Technical Processes, *Videodisc Recordings, *Videotape Cassettes, *Videotape Recordings

Identifiers—*Catalog Cards

These guidelines were developed for a presentation at the spring conference of the Wisconsin Educational Media Association on April 23, 1982. Following five general statements, separate guidelines are suggested for videotapes, videocassettes, locally produced videorecordings, and videodisks. Sample catalog cards are given for each category. (DMC)

ED 247 932 IR 050 809

Patrick, Ruth J., Booth, Robert E.

The Impact of Microcomputers in Academic Research Libraries. Final Report.

Pub Date—Jun 84

Note—306p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Academic Libraries, Attitude Measures, Change Strategies, *Computer Literacy, Cooperation, Course Evaluation, Higher Education, Inservice Education, *Library Automation, *Library Research, Library Surveys, *Microcomputers, *Professional Training, Questionnaires, Research Libraries, *Staff Development, Tables (Data)

Identifiers—Apple II, *Wayne State University MI

The Wayne State University Libraries began to explore the potential uses of microcomputers when an Apple II was acquired in 1982 with the intention of encouraging staff members to learn how to use it and to explore possible uses it could have for library

operations. The positive response of the staff to the prospect of learning more about microcomputers prompted this research study. The goals of the study were to: (1) explore what motivates people to learn about microcomputers; (2) develop a training program to increase the computing literacy quotient of the libraries staff and library science faculty and staff; (3) develop guidelines to assist in some of the technical issues concerning microcomputers; (4) use a change model in an operational setting to increase the chances of successfully introducing a new form of an already existing technology; and (5) explore an operational problem in an academic research library from the viewpoint of a research study and in collaboration with library science faculty. Study materials appended include the questionnaires, responses, cross-tabulations, lists of variables, and computer output for the attitude survey and training evaluation; data from these questionnaires; and data collected with follow-up questionnaires and computer output. (DMC)

ED 247 933 IR 050 810

Cheney, B. J., Ed.

Information Management. VALA National Conference on Library Automation Proceedings (2nd, Melbourne, Australia, November 28-December 1, 1983). Volume 1.

Victorian Association for Library Automation, Melbourne (Australia).

Report No.—ISBN-0-908478-06-2

Pub Date—84

Note—250p.; For Volume II, see IR 050 811.

Available from—Victorian Association for Library Automation, GPO Box 2342V, Melbourne, Victoria, Australia 3001 (\$25.00 per 2 volume set, ISBN-0-908478-05-4).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Computers, Databases, *Information Networks, Information Retrieval, *Information Systems, Librarians, Libraries, Library Associations, *Library Automation, *Technological Advancement, Technology, Telecommunications

Identifiers—*Australia, Bibliographic Data Bases, Electronic Publishing, *Information Management, Information Policy, Online Catalogs, Private Sector, Public Sector

The first of two volumes of a conference proceedings, this document contains the welcome, the opening, the keynote addresses, and the invited papers, as well as a submitted paper by John Gillam which was not available for publication in the pre-prints (Volume 2) prior to the conference. Three addresses are not included in these proceedings and three papers are edited transcripts of the tapes. The 17 papers include: M. Beckman, "Management of Information Systems in a Network Environment"; M. Wigan, "Electronic Publishing and Technical Communications: A User's View"; T. Mays, "Public Access Catalogues"; P. Judge, "Public Sector/Private Sector Interaction in Australian Information Policy"; J. Davidson, "Australian Telecommunication Services"; R. Allen, "Public Information Systems in Australia"; I. Reinecke, "Unbottling the Genie"; M. Findlay, "Constructing National Databases—A Centralized Operation"; B. Forbes, "The STREAMLINE Perspective"; J. Gillam, "Developing the Satellite Options for Libraries"; K. Ziebell, "Customer Guidelines in the Choice of Telecom Data Products"; H. Russell and M. Irvine, "Development of Regional Information Systems"; I. McCallum, "New Products and Appropriate Technology"; K. Alder, "School Libraries and Computers"; E. Morrison, "Technology, Librarianship and Information Management"; M. Beckman, "On-line Catalogue Development: The Guelph Experience"; and G. Jackson, "CSIRO/VALA Technical Workshop on Microcomputer-Based Information Retrieval Packages." (DMC)

ED 247 934 IR 050 811

Cheney, B. J., Ed.

Information Management. VALA National Conference on Library Automation Proceedings (2nd, Melbourne, Australia, November 28-December 1, 1983). Volume 2.

Victorian Association for Library Automation, Melbourne (Australia).

Report No.—ISBN-0-908478-07-0

Pub Date—83

Note—102p.; For Volume I, see IR 050 810.

Available from—Victorian Association for Library Automation, GPO Box 2342V, Melbourne, Vic-

toria, Australia 3001 (\$25.00 per 2 volume set, ISBN-0-908478-05-4).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Databases, Information Retrieval, Interlibrary Loans, Library Associations, *Library Automation, *Library Networks, Management Information Systems, *Online Systems, *Technological Advancement

Identifiers—*Australia, Computer Searches, *Information Management

The second of two volumes of a conference proceedings, this volume contains the preprints of five submitted papers, which are published as submitted by the authors: M. Broadbent and L. B. McIntyre, "Information Management: Promise and Reality"; E. Spoor, "Management Information from Library Systems"; R. Walsh, "Integrated Information Management: Some Practical Considerations"; and F. Austin, "A Library Network or a Computer Network? Models for Library Co-operation Using On-Line Computer Systems Based on Database Technology." In addition, a paper entitled "On-Line Information Retrieval: Some Practical Experiences," which consists of three short papers: A. Wilson, "General Overview"; R. Cotter, "Online Searching in Science and Engineering"; and C. Skinner, "The Interlibrary Loans System at RMIT," is included. (DMC)

ED 247 935

IR 050 812

Base, Anindya

Librarianship and Information Management: A High-Tech Profession.

Pub Date—May 84

Note—11p; Paper presented at the Mid-Year Meeting of the American Association for Information Science (Bloomington, IN, May 20-23, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Futures (of Society), Information Networks, *Information Processing, Library Automation, *Library Education, Library Research, *Library Science, *Technological Advancement

Identifiers—*Information Management, Information Transfer, Networking

Within the last 20 or 30 years, some technologies have mushroomed that have not only revolutionized the discipline and practice of librarianship and information management, but also christened our age as the Information Age. This paper identifies the technological breakthroughs that ushered in the Information Age and are transforming librarianship and information management into a high-tech profession. It also explores the implications of this metamorphosis for research, education, training, and the practice of librarianship and information management. Concluding the paper is a look into a panoramic future perspective in terms of the technologies clustering in the areas of information processing, transfer, and display; and switching speed, gate density, storage density, interface technology, and local-area networking; i.e., implications of the fifth generation computer technology for librarianship and information management. (Author/DMC)

ED 247 936

IR 050 814

Freeman, Andrew R.

The Network Nation: The Relevance of This for Possible Educational and General Public Administrative Structures and Strategies in the 1980's and 90's.

Report No.—ISBN-0-949385-00-X

Pub Date—May 84

Note—192p; Master's Thesis, Melbourne University; Paper presented at the Silver Jubilee Conference of the Australian College of Education (Canberra, Australia, May 1984).

Pub Type—Dissertations/Theses - Masters Theses (042) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case Studies, Coordination, Data Processing, Decentralization, *Educational Administration, *Educational Change, Educational Trends, *Futures (of Society), Interaction, Literature Reviews, *Networks, Participation, *Policy Formation, Position Papers, *Public Administration, Technological Advancement, Telecommunications

Identifiers—*Australia

In this thesis, consideration is given to the interrelationships between a number of key concepts (dev-

olution, decentralization, participation, consultation, coordination, and networking) and reports in educational and general public administration which have been produced over the last decade. Networking is the interconnecting concept. In the first half of the thesis, emphasis is on the current relationships between the key themes and educational and general public administrative structures and strategies. In the second half a variation of the "brainstorming" technique (involving purely the author rather than a group of individuals) has been used to produce a scenario of possible educational and general public administrative structures and strategies in the 1980s and 90s; this scenario emphasizes the possible interrelationships between these structures and strategies, the key themes, and communications networks. A case study then follows which links the key themes and the scenario by including discussion of one senior educational administrator's perceptions of probable futures for a particular education system. It is concluded that there is great potential for new technologies such as computer conferencing and data processing to assist with the restructuring of educational and general public administration. Recommendations on how this could be achieved are given. A list of descriptors and identifiers used in a computer search of ERIC for this thesis is attached. (Author/DMC)

ED 247 937

IR 050 815

Smith, Linda C., Ed.

Professional Competencies—Technology and the Librarian.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Report No.—ISBN-0-87845-070-X

Pub Date—83

Note—145p; Papers presented at the Clinic on Library Applications of Data Processing (20th, Urbana-Champaign, IL, April 24-26, 1983).

Available from—Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 (\$15.00).

Pub Type—Books (010) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, *Competence, Competency Based Education, Computers, Information Science, *Librarians, Library Associations, *Library Automation, *Library Education, Library Networks, Library Technical Processes, Professional Training, Public Libraries, Special Libraries, *Technology

The 10 papers included in this volume consider how professional roles and responsibilities have been and are being affected by technological change and what competencies are important in filling these roles. In addition, approaches to training and education to develop competencies—which are defined as knowledge, skills, and/or attitudes—are explored. The keynote address, "Competency Requirements for Library and Information Science Professionals," by Jose-Marie Griffiths, provides a framework from within which to consider the papers which follow. The remaining papers are: K. Henderson, "The New Technology and Competencies for The Most Typical of the Activities of Libraries: Technical Services"; D. Nitecki, "Competencies Required of Public Services Librarians to Use New Technologies"; R. Sweeney, "The Public Librarian of the Last Years of the Twentieth Century"; C. Gray, "Technology and the Academic Library Staff or the Resurgence of the Luddites"; H. Griffin, "Special Librarians Face the New Technology"; L. Baskin and M. Spencer, "Training Staff to Use Computers"; E. Daniel, "Education Matters"; J. Virgo, "The Role of the Association in Developing Professional Competence"; and J. Segal, "Competencies for Library Networking and Cooperation." Biographical information on the authors and an index are included. (DMC)

ED 247 938

IR 050 816

Trank, Margaret And Others

South Pacific Region Pilot Project on School Library Development: Training Programmes for Teachers.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGL-84/WS/13

Pub Date—84

Note—663p; Prepared for the General Information Programme and UNISIST.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, Course Content, Curriculum Guides, *Developing Nations, Higher Education, Information Sources, *Inservice Teacher Education, *Library Education, *Library Instruction, Library Services, *Preservice Teacher Education, Recreational Reading, Reference Materials, *School Libraries

Identifiers—Pacific Region, UNESCO, UNISIST

The Pilot Project on School Library Development has designed two courses to train primary and secondary teachers and teacher librarians in the South Pacific Region. Oriented to the needs of the teacher as a library user, the first course seeks to stimulate teachers to encourage students to use library resources for seeking information and for pleasure reading. Seven topics are covered: (1) information, sources and resources; (2) evaluation of information resources and integration in curriculum planning; (3) school library services for teachers; (4) locating information in print and nonprint resources; (5) preparation and use of audiovisual resources; (6) promoting student resource awareness and usage; and (7) stimulating student interest in reading. The second course is designed to provide basic training for student teachers who intend to work as primary or secondary school librarians. The course is divided into six sections: The Role of Information Resources in Teaching and Learning; Information Resources and Services; The School Library, An Overview; Selection and Evaluation of Information Resources for Schools; Using Information Resources; and The School Library—Organization and Management. Self-testing exercises are included for the second course. (THC)

ED 247 939

IR 050 817

Lane, Margaret T., Comp.

A Guide to the Documents on Documents Collection, 1973-1979.

American Library Association, Chicago, Ill. Government Documents Round Table.

Pub Date—84

Note—92p; Assembled by the State and Local Documents Task Force. A guide to the contents of IR 050 818.

Available from—Lane, Fertitta, Lane & Tullos, P.O. Box 3335, Baton Rouge, LA 70821 (\$3.00 per copy).

Pub Type—Guides - Non-Classroom (055) — Reference Materials (130)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Depository Libraries, *Government Publications, Library Administration, Library Collections, Library Guides, *Reference Materials, *State Government, State Legislation, State Libraries, State Programs

Identifiers—*Library Procedures

This user's guide to the "Documents on Documents Collection," describes some 387 documents gathered in the 1973-1979 time frame. The collection gathers together documents produced by the various state document distribution centers (usually the state library), for use by administrators of depository programs, state employees, documents librarians, and government planners and researchers. The guide and collection, when used together, are intended to help increase the use of state government publications. The guide has two major sections: the first arranges the items by state and then by category, and the second arranges the same entries first by broad category and then by state. The categories include: (1) bibliographies of bibliographies and reference tools; (2) letters of transmittal and commentaries; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists; (8) lists of depository libraries, and lists of advisory councils; (9) manuals; (10) procedural guidelines; (11) promotional materials; (12) selection lists and basic or core lists; (13) shipping lists; and (13) studies, surveys, workshops, and miscellaneous. Definitions and cross-references are provided for each category. A history of the collection and an index to the individual authors and distinctive titles complete the guide. (Author/THC)

ED 247 940

IR 050 818

Lane, Margaret T., Comp.

The Documents on Documents Collection, 1973-1979.

American Library Association, Chicago, Ill. Government Documents Round Table.

Pub Date—84

Note—2,602p; For a guide to the contents of this compilation, see IR 050 817. Best copy available.

Pub Type—Collected Works - General (020) — Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF24 Plus Postage. PC Not Available from EDRS.

Descriptors—*Depository Libraries, *Government Publications, Library Administration, Library Collections, Library Guides, Questionnaires, Records (Forms), *Reference Materials, State Government, *State Legislation, State Libraries, *State Programs

Identifiers—*Library Procedures

The "Documents on Documents Collection" consists of documents produced by a variety of organizations in the course of administering state document depository programs. This collection, which contains 387 documents gathered between 1973 and 1979, originated as a resource for administrators of such depository programs and for those establishing or amending such programs. It is intended to provide a broad understanding of the components and procedures required to sustain an efficient state depository. The collection is arranged by state and is subdivided by broad categories: (1) bibliographies of bibliographies and reference tools; (2) letters of transmittal and commentaries; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists, lists of depository libraries, and lists of advisory councils; (8) manuals; (9) procedural guidelines; (10) promotional materials; (11) selection lists and basic or core lists; (12) shipping lists; and (13) studies, surveys, workshops, and miscellaneous. Eight general documents pertaining to all 50 states and three documents pertaining to broad regions of the country lead off the collection. Forty-eight states are represented, with as many as 10 or more documents for 17 states; there are no items for Arkansas or Delaware. This collection is being maintained on a current basis (i.e., 1980 and forward). The introductory material describes how to obtain the "current" documents on Documents Collection. (Author/THC)

ED 247 941

IR 050 819

Turney, Judith

Basic Library Skills: A Self-Paced Workbook.

Pub Date—Jun 84

Note—40p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Libraries, *College Students, Higher Education, *Independent Study, Library Facilities, Library Guides, *Library Instruction, Library Skills, *Reference Materials, Workbooks
Identifiers—Kings College PA

This self-paced workbook is designed to introduce college students to the resources and facilities of the library and to providing the knowledge and skills necessary to do basic library research. Two introductory chapters include a library-specific tour with floor plans (the D. Leonard Corgan Library, Wilkes-Barre, Pennsylvania) and information about the Dewey Decimal classification system, location symbols, circulation procedures, materials locations, missing books, and reserve materials. The remaining chapters provide basic information on the following printed resources: (1) encyclopedias; (2) the card catalog; (3) periodicals and periodical indexes; (4) newspapers and newspaper indexes; (5) book review indexes; and (6) government publications. Almanacs, reference books on statistics, and biographies are briefly noted. Assignment sheets mentioned in the text are not included. (THC)

ED 247 942

IR 050 820

Ridgeway, Trish

Library Orientation Methods, Mental Maps, and Public Services Planning.

Pub Date—[83]

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiotape Recordings, *College Freshmen, College Libraries, Higher Education, Instructional Materials, *Intermode Differences, Library Facilities, *Library Instruction, *Orientation Materials, *Slides

Identifiers—Winthrop College SC

Two library orientation methods, a self-guided cassette walking tour and a slide-tape program, were administered to 202 freshmen students to determine

if moving through the library increased students' ability to develop a mental map of the library. An effort was made to ensure that the two orientation programs were equivalent. Results from the 148 completed tests indicate walking tour subjects performed somewhat better than those who only viewed the slide-tape program, but the difference between the two orientation groups was not significant. Test results show the need for orientation and reveal shortcomings in certain building and sign designs. A literature review, footnotes, sample floor plans, and tables displaying orientation test results are included. (Author/THC)

ED 247 943

IR 050 821

Hoyt, David R. Aragon, Ruben

Electronic Mail in ARL Libraries. SPEC Kit 106. Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Aug 84

Note—108p.; Prepared as part of the Collaborative Research/Writing Project.

Available from—Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue N.W., Washington, DC 20036 (\$15.00 each issue for nonmembers, \$7.50 per kit for members).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Directories, Higher Education, Input Output Devices, *Interlibrary Loans, *Library Networks, Library Surveys, *Online Systems, Questionnaires, *Research Libraries, *Use Studies

Identifiers—Association of Research Libraries, *Electronic Mail

The kit on electronic mail (EM) contains results of a January 1984 Systems and Procedures Exchange Center (SPEC) survey on current and planned uses of EM within the Association of Research Libraries (ARL). Questionnaires were distributed to all 117 member institutions. Of the 69% who responded (81), 43% (35) indicated that they now use EM in their libraries. Of the 46 libraries that indicated they do not use EM, 12 noted they are planning to adopt it. In addition to the survey results and background information on EM, the kit contains: (1) a list of more than 20 EM services being used by ARL libraries (ranging from nationwide, well-known services to smaller, more informal services); (2) 11 documents illustrating specific library uses of EM; (3) descriptions of 5 EM services (including CLASS, Envoy 100, ALANET, EDUNET/MAILNET, and BRS); and (4) a short list of selected references. Reprints of two articles, "Electronic Mail in Libraries through Bibliographic Online Vendors" and "Electronic Mail Systems Update," are included. (THC)

ED 247 944

IR 050 825

English, Thomas G.

Administrators' Views of Librarian Personnel Status: The Complete, Original Report.

Pub Date—May 84

Note—27p.; When this report appeared as a journal article, 11 of the original 14 tables, 5 of 8 references, and all 3 appendices were omitted.

Journal Cit—College & Research Libraries; v45 n3 p189-95 May 1984

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, Academic Rank (Professional), *Administrator Attitudes, Fringe Benefits, Higher Education, *Librarians, Opinions, Questionnaires, Research Methodology, Surveys, Tables (Data), Tenure
Identifiers—*Faculty Status, Halo Effect

Questionnaires were sent to the office of academic affairs or its equivalent in each of the 89 U.S. academic members of the Association of Research Libraries to elicit the opinions of non-library university administrators on the issue of faculty status for academic librarians. Data gathered from 32 state institutions and 15 private institutions (53%) are reported in tables and text for the following: (1) comparison of faculty and non-faculty librarians' benefits and privileges; (2) actual and perceived advantages to the institution of granting librarians faculty status; (3) perceived disadvantages of faculty status; (4) appropriate classifications of librarians; (5) difficulties with tenure requirements; and (6) librarian satisfaction. Based on an analysis of the data collected, it was concluded that academic insti-

tutions may lack a clear rationale for granting librarians faculty status. This conclusion was based primarily on the fact that the opinions expressed by administrators tended to confirm the validity of two key suppositions: there are no substantive advantages to an institution of granting librarians faculty status, and the terms and conditions of faculty appointments are largely unsuited to the day-to-day activities and responsibilities of librarians. Direct quotations from administrator's statements are included, and a discussion of the halo effect produced by granting faculty status to librarians is appended. (THC)

ED 247 945

IR 050 827

Eyman, David H.

Circulation of Newly-Acquired Materials at the Juniata College Library.

Pub Date—80

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Libraries, Data Analysis, Higher Education, *Library Acquisition, *Library Circulation, *Library Materials, Undergraduate Study, *Use Studies

Identifiers—Juniata College PA

Using circulation data to determine whether materials specifically acquired for the circulation collections of libraries at undergraduate institutions show heavy use, this study examined the first 3 years of shelf life of one year's book acquisitions at a small liberal arts college. Contrary to expectations of a high rate of use for newly acquired materials, a large percentage of items did not circulate during the 3-year period. A comparison of the use of the items with the source of the request reveals no significant difference among gifts, faculty requests, or requests from the library staff. Tables and figures showing study results are included. (Author/THC)

ED 247 946

IR 050 828

Harris, Mary Elizabeth

Guide to Special Information in Scientific and Engineering Journals.

San Diego State Univ., Calif. Malcolm A. Love Library.

Pub Date—84

Note—48p.; For related document, see ED 234 778.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Check Lists, College Libraries, Directories, Guides, *Periodicals, *Sciences, *Technology
Identifiers—Journal Articles, *Scientific and Technical Information

This update of a 1983 annotated bibliography lists 298 special features or special issues of science and technology periodicals with emphasis on compilations of information that appear in periodicals on a regular basis. In addition to the 203 entries listed in the original edition, 95 new entries are included. Subjects covered in the guide include aeronautics, air-conditioning and refrigeration engineering, astronomy, automobiles, biology, botany, building and construction, chemical technology, chemistry, cinematography, communications, computers, conservation, dentistry, electric engineering, electronics, energy, engineering, environmental studies, food and food industries, forests and forestry, general science, geology, hydraulic engineering, instruments, interior decoration, machinery, manufacturers and industry, medicine, metallurgy, microbiology, military, mining engineering, nursing, nutrition, paper and pulp, pharmacology, photography, physics, precious stones, printing, public health, safety engineering, sound recording and reproduction, disorders of speech, technology and technical education, textiles, transportation, water supply engineering, and zoology. Each entry includes periodical title and issue, the call number of the periodical at San Diego State University, the actual or supplied title of the special issue or special feature, and a brief annotation. A subject index to the guide and a list of periodicals indexed are provided. (THC)

ED 247 947

IR 050 829

Wood, Fiona

Evaluation of a University Library's Catalogue. Patron Usage, Problems and Policy Direction.

ANU Library Occasional Paper No. 4.

Australian National Univ., Canberra.

Report No.—ISBN-0-86784-443-4

Pub Date—84
Note—82p.

Available from—The Business Officer, The Library, Australian National University, P.O. Box 4, Canberra City, 2601, Australia (\$8.50 per copy).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, *College Libraries, Foreign Countries, *Graduate Students, Higher Education, *Library Catalogs, Library Instruction, *Library Materials, Library Surveys, Problems, Questionnaires, *Undergraduate Students, Use Studies

Identifiers—*Australia, Australian National University, Online Catalogs

This paper presents results from a study undertaken in 1983 at the Australian National University (ANU) to determine the extent and type of problems academic staff and students had while using the library's catalogs or while locating materials on the shelves. A questionnaire mailed to a stratified random sample of approximately 1,200 academic staff, post-graduate and undergraduate students, and research assistants, yielded a response rate of between 70% and 87% for each of the target populations. Responses showed that a substantial portion of the university community had experienced some or all of the following: (1) confusion resulting from the number of different catalog sequences and the variety of formats used on microfiche and card records; (2) inadequate sign postings and floor plans; (3) insufficient reader service instruction on the range of library materials available and its location; and (4) inadequate information about changes in the catalog or relocation of particular books and journals. Information was also obtained on the desired range of access points to be made available when the catalog is put online. Tables displaying survey results and the nine-page survey questionnaire are included. (THC)

ED 247 948

IR 050 830

Niehoff, Robert Mack, Greg

Evaluation of the Vocabulary Switching System.

Final Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Information Science and Technology.

Pub Date—Aug 84

Grant—NSF-IST-7911190; NSF-IST-8111497

Note—209p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Classification, Comparative Analysis, *Databases, *Search Strategies, *Subject Index Terms, Thesauri, Use Studies

Identifiers—End Users, National Science Foundation, Natural Language, *Online Search Skills, Search Intermediaries, Switching Theory, *Vocabulary Switching Systems

This report describes recent efforts to modify, test, and evaluate an experimental online database consisting of 15 vendor-supplied, controlled subject vocabularies or thesauri. The experimental database, called the Vocabulary Switching System (VSS), is designed to enhance search strategies and ultimately retrieval performance for users of online bibliographic databases by integrating vocabularies into common VSS files, thereby allowing the user access to about 315,000 possible search terms. VSS assists users with free-text or controlled vocabulary searches and single or multiple database searches. Work described includes: (1) evaluation of numerous switching strategies against the 15 resident vocabularies of VSS; (2) controlled experiments involving end-use, and intermediaries; (3) system redesign and current status; (4) system testing and evaluation; (5) results of a 1983 survey of online users and comparison with a similar 1979 survey; and (6) conceptual designs for a future switching system. Numerous tables, figures, and appendices are provided. (THC)

ED 247 949

IR 050 831

Lester, Linda L.

Faculty Perceptions of Students' Knowledge and Use of Libraries.

Virginia Univ., Charlottesville. Alderman Library.

Pub Date—[84]

Note—46p.; Best copy available.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *College Students, Higher Education, *Library Materials, *Library Skills, Opinions, Questionnaires, Surveys, Teaching Assistants, *Use Studies

Identifiers—*University of Virginia

This report provides results from a 1982 University of Virginia Committee on Orientation survey designed to assess faculty perceptions of their students' knowledge and use of the university's libraries. Of a total of 1,588 questionnaires mailed to teaching faculty and graduate teaching assistants, 554 (34%) were returned. In analyzing the results, approximately 400 comparisons were made. The 60 relationships found to be significant are discussed in the analysis. Among the topics covered are: level of satisfaction with the undergraduate and graduate level of sophistication in the use of the library; a ranking of 10 ways of improving library skills; and kinds of materials undergraduate and graduate students use. Differences among academic departments, by teaching status, and in suggested methods for developing library skills are also examined. The survey instrument, comments from raw returns, and a selective bibliography of similar surveys and related materials (as identified through a 1984 literature search) are provided. (THC)

ED 247 950

IR 050 832

Mitchell, W. Bede, Ed.

Library Statistics of Colleges and Universities in the Pacific Northwest, 1982-83.

Pacific Northwest Library Assoc., Baker, Oreg.

Pub Date—Apr 84

Note—42p.; For related document, see ED 237 089. Tables are marginally legible.

Available from—Roland R. Renne Library, Montana State University, Bozeman, MT 59717 (\$2.00 per copy).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Data Analysis, Higher Education, Interlibrary Loans, *Law Libraries, *Library Collections, *Library Expenditures, *Library Personnel, Library Research, Library Surveys, Questionnaires, Research Methodology

Identifiers—*Library Statistics, *Pacific Northwest

This 1982-83 statistical survey of libraries at four-year colleges and universities, two-year colleges, law libraries and miscellaneous academic institutions in the Pacific Northwest provides relevant data for comparison and inventory purposes. A total of 129 institutions responded to the questionnaire which was administered by the Pacific Northwest Library Association (PNLA). Data tables, divided by type of institution, include but are not limited to the following topics: (1) rank by collection size; (2) volumes held as of June 1983; (3) volumes per full time student; (4) growth rate; (5) total microform units; (6) audiovisual units (broken into categories); (7) government documents; (8) number of items borrowed; (9) current serials; (10) total library operating expense; (11) professional staff; (12) non-professional, non-student staff; (13) number of male/female professional staff; and (14) number of hours in professional work week. Appendices include average beginning librarian salaries; average salaries of library directors; number of male and female professionals; survey instrument and explanatory document; and an index to respondents. (THC)

ED 247 951

IR 050 833

Potter, Janet L. And Others

State University of New York Librarians Association Salary Survey, Data as of December 1983.

State Univ. of New York Librarians Association.

Pub Date—Jul 84

Note—22p.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, *Community Colleges, Data Analysis, Higher Education, *Library Personnel, Library Surveys, Questionnaires, *Salaries, *State Universities

Identifiers—*Library Statistics, *State University

New York Librarians Association

This 1983 salary survey by the State University of New York (SUNY) Librarians Association includes data on SUNY state-operated, statutory, and com-

munity college libraries. A survey mailed to library directors asked for salary and personnel information on all full-time, part-time, and temporary library staff including librarians, non-librarian professional staff, paraprofessionals, and directors. While the study has been conducted biennially since the early 1970s, this is the first to include a questionnaire on staffing changes. Tables, divided into two sections by type of library, present data from 28 out of 30 state-operated campuses and 26 out of 30 community colleges. Because only one of the five statutory colleges responded, salary information has been excluded so no individual salaries can be identified. Although part-time employees are not included in the tables, a summary report is included in both the state-operated and community college sections. A summary of responses to the staffing changes questionnaire completes the report. Copies of the SUNY Salary Survey and Staffing Changes Questionnaires are included. (THC)

ED 247 952

IR 050 835

Chadwyck-Healey, Charles

Databases in the United Kingdom.

Pub Date—23 Jun 84

Note—18p.; Paper presented at the Annual Conference of the American Library Association (Dallas, TX, June 23, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *Databases, Government Publications, *Information Storage, Librarians, Library Associations, Library Surveys, *Online Systems, *Use Studies

Identifiers—Machine Readable Data, *United Kingdom

This overview of the status of online databases in the United Kingdom describes online users' attitudes and practices in light of two surveys conducted in the past two years. The Online Information Centre at ASLIB sampled 325 users, and Chadwyck-Healey, Ltd., conducted a face-to-face survey of librarians in a broad cross-section of 76 libraries. It was found that each of an estimated 1,000-1,500 users of online databases in the United Kingdom performs less than 150 searches per year, and their primary areas of interest are engineering/science, multidisciplinary, social sciences, agriculture, and biomedical sciences. Databases produced in the United Kingdom across a wide spectrum of subject areas are discussed, including POLIS (an index of Parliamentary information compiled by the staff of the House of Commons); HANSARD (a full-text database of a daily verbatim record, published by Her Majesty's Stationery Office, of what is said in debates in the House of Commons); DHSS Data (covers health services, social welfare, and social issues); and World Reporter (a news and current affairs information service). BLAISE, the British Library's online service that supplies the machine-readable files for catalogs throughout the United Kingdom and abroad, is also discussed. (THC)

ED 247 953

IR 050 836

Mikes, Francis

The Development of Classification at the Library

of Congress. Occasional Papers, Number 164.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Pub Date—Aug 84

Note—81p.

Available from—Graduate School of Library and Information Science, Publications Office, University of Illinois, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 (\$3.00 per copy; subscription, \$13.00 per year).

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classification, History, Indexing, *Library Catalogs, Library Collections

Identifiers—*Library of Congress Classification, Subject Access (Classification)

This paper traces the development of classification at the Library of Congress in terms of its broader context and by accounting for changes in the present system since its initial period of creation between 1898 and 1910 and the present. Topics covered include: (1) Early Growth of the Collections; (2) Subject Access During the Early Years; (3) A. R. Spofford and the Growth of the Library of Congress; (4) Spofford and Subject Access; (5) From Spofford to John Russell Young; and (6) Trends in

Classification; (7) A Tentative Beginning, 1897-98; (8) Years of Decision, 1899-1901; (9) Classification Development, 1901-11: General Features; (10) Classification Development, 1901-11: Collocation Patterns; (11) Progress on the Classification: 1901-11; (12) Classification Development: 1912-30; (13) Classification Development: 1930-46—An Interlude; and (14) Classification Development: 1947-Present. A list of annotated references completes the report. (THC)

ED 247 954

IR 050 837

Kamin, Judith

How Older Adults Use Books and the Public Library: A Review of the Literature. Occasional Papers Number 165.

Illinois Univ., Urbana, Graduate School of Library and Information Science.

Pub Date—Sep 84

Note—38p.

Available from—Graduate School of Library and Information Science, Publications Office, University of Illinois, 249 Army Building, 505 E. Armory Street, Champaign, IL 61820 (\$3.00 per copy; subscription, \$13.00 per year).

Pub Type—Information Analyses (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Background, Gerontology, *Library Materials, Life Satisfaction, Literature Reviews, *Older Adults, *Public Libraries, *Recreational Reading, *Use Studies

Identifiers—Library Users

This paper looks at older adults' use of books and the public library, synthesizes and analyzes work completed in this area, and offers recommendations for future studies. A review was performed of the U.S., Canadian, and British literature over the past 20 years on the use of library materials by older adults. The literature review is divided into four sections: (1) Reading Preferences of Older Adults; (2) The Influence of Education on Library Use; (3) User and Non-user Studies: Old Age and Library Use; and (4) Aging, Life Satisfaction, and Reading. In addition to a list of references, the following bibliographies are appended: Related Research (including brief annotations on research on the use of books and the public library by older adults); Other Relevant References (materials which may be of interest to those desiring a broader view of older adults' reading habits); and Gerontological References (books and articles dealing with the psychological and sociological, rather than the biological, aspects of aging). (THC)

ED 247 955

IR 050 838

Buckingham, Betty Jo

Library Media Centers. Mini-Bibs 1-13.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—84

Note—47p.; Portions are marginally legible.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Disabilities, Elementary Secondary Education, Ethnic Groups, Females, Gifted, *Learning Resources Centers, *Library Material Selection, Microcomputers, *Older Adults, *Reference Materials, School Libraries

Identifiers—Selection Tools

Prepared for the Instruction and Curriculum Division of the Iowa Department of Public Instruction, these 13 brief annotated bibliographies are part of a series designed to remind library media specialists and administrators of a handful of desirable selection tools. The titles in these "mini-bibs" are broad in scope and evaluative in nature. A bibliography on each of the following topics is included: (1) General Selection Tools for Library Media Centers; (2) Nonevaluative Acquisition Tools for Library Media Centers; (3) Special Population Selection Tools for Library Media Centers: Ethnic Groups, Women and the Aging; (4) Special Population Selection Tools for Library Media Centers: The Gifted, the Handicapped, the Reluctant and the Coping; (5) Special Subject Selection Tools for Library Media Centers; (6) Nonevaluative Indexes for Library Media Centers; (7) Selection Periodicals for Library Media Centers; (8) Reference Selection Tools for Library Media Centers; (9) Microcomputers and Library Media Centers (Books); (10) Microcomputers and Library Media Centers (Periodicals and Annals); (11) Library Media Skills; (12) Managing and Organizing the Library Media Center; and (13) The Vertical File. (THC)

ED 247 956

IR 050 839

Schon, Isabel Hopkins, Kenneth D.

Students' Attitudes and Use of the School Library (Eighth Grade). Procedures.

Pub Date—[83]

Note—15p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Curriculum Guides, Evaluation Methods, *Grade 8, Junior High Schools, Librarians, *Library Instruction, *School Libraries, Teaching Methods, *Use Studies

This packet of materials is for use by school librarians participating in a study of eighth-grade students' attitudes and the relationship of these attitudes to use of the school library. Included is a schedule of activities and an outline of procedures to be followed in the following activities: selection of students to attend six consecutive weekly special library sessions conducted by the librarian; selection of a control group; making arrangements for speakers; reviewing materials for sessions and/or book talks; and displaying materials for each week's topic. Instructions provided for each of the special sessions provide a list of materials needed, a description of how the session is to be conducted, and a place to record the librarian's reaction. Topics covered are: (1) sports; (2) science fiction/fantasy; (3) how-to-books/crafts/hobbies; (4) almanacs; (5) World War II; and (6) scary stories. Suggestions for explaining the library use form, which is introduced after the fifth session, and instructions for mailing in surveys, forms, and the completed procedures packet, are included. (THC)

ED 247 957

IR 050 840

Douglas, Daphne

A Study on Public Documents in the English-Speaking Caribbean.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-84/WS/18

Pub Date—Jun 84

Note—112p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cataloging, Change Strategies, Depository Libraries, Foreign Countries, *Government Employees, *Government Publications, Librarians, Library Acquisition, Library Services, *National Libraries, Publishing Industry, Questionnaires, Surveys

Identifiers—*Caribbean, English Speaking, UNESCO

This study was undertaken to examine problems related to the production, the control, the circulation, and the use of documents issued for public use by governments, government related agencies, and regional or international organizations in the English-speaking Caribbean countries, and to make proposals to solve those problems. Questionnaire/interview instruments were used to gather background data from relevant personnel in six selected countries which were paired on the basis of large, medium, and small populations. A review of the literature revealed comparable problems as well as practices aimed at solutions in other countries and also provided additional information concerning the countries under study. Analyses of the information gathered indicate that there is a significant amount of government publishing covering a wide area of interest which would be useful to nationals in each country and to nationals of other countries in the region; no official policies exist regarding overall government publishing and bibliographical control of items produced; there does not appear to be any effective legal deposit of government publications; control over production, quality, quantities, cost, sale prices, and distribution is not exercised to any great extent; and there is need, in each country, for national development of a library service system so that the relevant role of a national library may be performed adequately and a network of service points may be available for the distribution of public documents. Tables, references, a bibliography, a list of cooperating persons, and the survey questionnaires complete the report. (THC)

ED 247 958

IR 050 841

Joint Congressional Hearing on the Changing Information Needs of Rural America: The Role

of Libraries and Information Technology.

Department of Agriculture, Washington, D.C.; National Commission on Libraries and Information Science, Washington, D.C.

Pub Date—Aug 84

Note—95p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Community Information Services, *Federal Legislation, Hearings, Information Centers, *Information Needs, *Information Services, Libraries, *Library Role, *Rural Areas, Telecommunications

Identifiers—Congress, National Commission Libraries Information Science, User Groups

Topics of importance to rural America in three general areas—rural community and individual information needs, available answers to these needs, and policies and strategies to meet these needs—were addressed in a joint congressional hearing held at the Fourth General Assembly of the World Future Society in July 1982. This transcript presents oral statements by 11 witnesses representing information providers, intermediaries (librarians and extension workers), and rural user groups; written testimony submitted for the official record; and five appendices. Testifying on the information needs of rural America and the services being developed to meet them, the witnesses emphasized that America's rural economy and well-being depend on an information infrastructure that is now technically possible and economically feasible. Written testimony includes statements by Senator Larry Pressler, Patricia E. Klinck (Vermont State Librarian), and Daniel H. Carter (Texas Instruments, Inc.); a position paper, "Telelearning for Rural America," by William R. Oates (University of Alabama); and letters from Senator Arlen Specter and DeAnna Hilmore (St. Mary's Hospital, Pierre, South Dakota). Appendices contain a paper, "Government Publishing: Problems and Prospects," by Senator Charles Mathias; a report, "Reference Services in Rural Public Libraries in Communities of 25,000 or Fewer People," by Bernard Vavrek; comments of members of the White House Conference on Library and Information Services Taskforce; and the text of Public Law 91-345 and Public Law 97-98. (THC)

ED 247 959

IR 050 842

Reed-Scott, Jutta And Others

Issues in Retrospective Conversion. Report of a Study Conducted for the Council on Library Resources.

Council on Library Resources, Inc., Washington, D.C.

Pub Date—May 84

Note—58p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, *Cataloging, *Change Strategies, Economic Factors, Higher Education, *Library Catalogs, Literature Reviews, Networks, *Research Libraries, Systems Approach, Utilities

Identifiers—Council on Library Resources, *Machine Readable Cataloging, *Retrospective Conversion (Library Catalogs)

Initiated by the Council on Library Resources, this study assessed the current level of retrospective conversion and explored the primary issues that need attention if libraries are to convert their bibliographical files to machine-readable form. Data were obtained from a literature review, contact with a number of libraries currently engaged in retrospective conversion, and information gathered from three major American utilities, several service centers, and regional networks. The report is organized in four major sections: (1) an overall framework for analyzing retrospective conversion, including a definition, a brief summary of past efforts to develop a coordinated strategy, a description of current activity, and a look at future developments; (2) major approaches to and library strategies for retrospective conversion; (3) the economics of retrospective conversion and the quest for a national database; and (4) five strategic options for a systematic approach, recommendations for a national strategy, and a proposed implementation strategy. A selected bibliography and a brief description of the Association of Research Libraries (ARL) and Research Libraries Group, Inc., National Collections Inventory Project are included. (THC)

ED 247 960 JC 840 430

Adult Educational Needs Assessment. Report of the Polk County Task Force.
Polk County Task Force for Adult Educational Needs Assessment, Columbus, NC.
Pub Date—Jun 84

Note—109p; Funding for the report was provided by the Polk County Community College Foundation.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Planning, *Community Characteristics, Community Colleges, Community Surveys, *Educational Attitudes, *Educational Needs, Employment Patterns, High School Students, Needs Assessment, Occupational Information, Questionnaires, Student Characteristics, Two Year Colleges, Two Year College Students

Identifiers—*North Carolina (Polk County)
Developed as part of an assessment of the need for a new Polk County Isothermal Community College campus, this report provides the results of a study conducted to determine the nature and extent of the need for postsecondary education in Polk County and to recommend cost-effective, quality-conscious strategies to meet identified needs. Chapter A presents an overview of the regional setting, providing information on neighboring population centers, the Polk County government, and neighboring postsecondary educational institutions. Chapter B looks at the demographic characteristics of the county, considering population distribution, projected changes in population, the educational level of the population, income data, and the implications of this information. In chapter C, economic and employment information is presented in terms of land use and employment characteristics, spending patterns, employer training needs, unemployment rates, and economic development efforts. Chapters D and E examine findings from surveys of high school seniors and their parents, and of recent high school graduates. After chapter F presents a profile of the programs and enrollments at Polk Campus, chapter G offers results of a household survey of educational interests and attitudes. A physical plant analysis is provided in chapter H, followed by an overview of the governance, programs, and funding of North Carolina community colleges in chapter I. Chapters J and K summarize findings and present conclusions and recommendations. The survey instruments are appended. (LAL)

ED 247 961 JC 840 450

Mazzman, Samuel.
Computers Can Smooth Transfer Articulation.

Pub Date—84
Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *College Transfer Students, Community Colleges, Computer Oriented Programs, *Educational Counseling, *Intercollegiate Cooperation, Postsecondary Education, Program Descriptions, Program Development, *Transfer Policy

Identifiers—*West Shore Community College MI
In order to solve the problem of students enrolling in courses not directly articulated with an ultimate goal, West Shore Community College (WSCC) developed a program using articulation data, master student records, and fee statements. The objectives of the program were to: (1) communicate information about the transferability of courses at the point of registration; (2) accommodate changes in students' intent with respect to their transfer institution; (3) facilitate the evaluation of community college students' transcripts by senior institutions; (4) develop an easier process for senior institutions to use in communicating course equivalencies to the community college; and (5) put the resolution of conflict over the transferability of credit at the institutional level rather than the student/institution level. To accomplish these objectives, a crosswalk of course transfer equivalencies was constructed for each of the senior institutions to which WSCC students generally transferred; the crosswalks were linked with the registration process to assess the transferability of the courses selected by the students in terms of their intended transfer institution; and messages regarding course transferability were

sent to students on their fee receipts. WSCC, the transfer institutions, and the students have all benefited from the process, and plans are being developed for curriculum data banks for vocational program areas. (LAL)

ED 247 962 JC 840 451

Nienkamp, Roger L.
1982-83 Graduate Follow-Up Study.
Saint Louis Community Coll. at Forest Park, Mo.
Pub Date—Jul 84
Note—113p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Graduates, *College Transfer Students, Community Colleges, *Education Work Relationship, *Employment Patterns, Followup Studies, Graduate Surveys, Majors (Students), *Outcomes of Education, *Participant Satisfaction, Questionnaires, Salaries, Two Year Colleges, Vocational Education, Vocational Followup

In fall 1983, a follow-up study was conducted of all 1982-83 graduates of St. Louis Community College at Forest Park. Questionnaires were sent to 610 graduates of transfer programs and 1- and 2-year career programs soliciting information on graduates' current location, employment status, postsecondary educational experiences, reactions to the school's educational and guidance programs, and suggestions for improvement. Study findings, based on responses from 433 of the graduates, included the following: (1) of the 263 respondents who received an associate in applied science degree, 162 were working in a field related to their college major, 44 were working in an unrelated field, 37 were seeking employment, and 60 were continuing their education; (2) of the 86 responding transfer program graduates who received the associate in arts degree, 9 were attending a four-year institution full-time, 18 were attending a four-year college part-time, and 36 were employed full-time; (3) 109 graduates were continuing their education and working; (4) the average starting salary for all positions reported by the graduates was \$1,319 per month, while those working in a field related to their college major earned an average of \$1,348 per month; (5) 72% of the transfer graduates and 75% of the career graduates said they would take the same major if they had to do it all over again; and (6) 36% of the career graduates and 26% of the transfer graduates felt additional help in job search methods would have eased their transition from college to work. The survey instrument and a breakdown of student outcomes by program are included. (HB)

ED 247 963 JC 840 460

Bensimon, Estela M. Riley, Michelle J.
Student Predisposition to Transfer: A Report of Preliminary Findings.
Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Sep 84
Grant—840-0108
Note—46p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Transfer Students, Community Colleges, Minority Groups, *Student Characteristics, *Student Educational Objectives, Surveys, Two Year Colleges, *Two Year College Students, Urban Schools

A study was conducted to obtain information on community college students' predisposition to transfer to four-year institutions. A sample of 2,957 students in 24 urban community colleges participating in the Transfer Opportunities Program was surveyed. The survey instrument was designed to assess student predisposition to transfer, gather background and demographic information, determine students' academic orientation as exemplified by their study habits, determine students' self-appraisal of their competency, obtain students' perceptions of institutional services related to transfer, and determine students' involvement in the academic environment. Study findings, based on responses from 1,613 students, included the following: (1) 60% of the respondents were 25 years old or younger; (2) 54.2% had completed 30 or more credits; (3) 74.2% planned to earn a baccalaureate degree or higher; (4) 52.2% cited preparing for

transfer as their primary reason for attending college, while 31.4% were preparing to enter a specific occupation, and 9.5% were attending to advance in a career; (5) the proportion of Asian (70%) and Hispanic (62.8%) students attending college to prepare for transfer was higher than that for Black (44.7%) and White (47.9%) students; and (6) the distribution of the total sample on the Predisposition to Transfer Index revealed that 22.4% of the students showed a high predisposition to transfer, while 58.8% fell in the low predisposition to transfer category. (HB)

ED 247 964 JC 840 466

Herman, Edward F. And Others.
Women in Technology: The Evolution of a Simple Program That Works.

Pub Date—26 Apr 84
Note—27p; Papers presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ancillary School Services, Community Colleges, *Females, *Nontraditional Occupations, Program Descriptions, Program Development, Sex Bias, Special Programs, *Technical Occupations, Two Year Colleges, *Women Faculty, *Women Education

Identifiers—*Corning Community College NY
Three papers present views on women in technology programs and occupations, and on Corning Community College's (CCC's) program to encourage women to enter technological fields in which they have been historically underrepresented. First, Edward F. Herman presents the historical background to the development of CCC's Women in Technology program, which, on a low-cost, volunteer basis, attempts to address the stereotyping which discourages women from entering technological programs; increase the number of women entering these programs; examine sexist attitudes and instructional materials; sensitize faculty to the messages they transmit to women in technological fields; and provide support for women in a male-dominated classroom. Next, George Gifford highlights the three components of the Women in Technology Program: (1) luncheons, to which all women technology students are invited to discuss their experiences and difficulties; (2) interview, conducted by a female counselor with women technology students to identify sex bias in instructional materials, special treatment received in class, and the degree of acceptance of the women; and (3) a Women in Technology Day for community women. Finally, Peggy Weeks in "Women in Technology: A Personal View," delivers an account of her experiences as a woman who entered the field of metallurgy in industry, and later accepted a position at CCC teaching mechanical technology. Weeks discusses some of the barriers faced by women in technology programs and in the workforce. (HB)

ED 247 965 JC 840 467

Rookstool, Carol.
Sex Equity in Education Know-How (Project S.E.E.K.): A Model Project to Reduce Sex Barriers in Vocational Education. Final Report.
Los Angeles Community Coll. District, Calif.; Pierce Coll., Woodland Hills, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 80
Contract—NG-19-63741-3-9-654
Note—263p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Affirmative Action, Community Colleges, Job Placement, Models, *Nontraditional Occupations, Program Descriptions, School Holding Power, *Sex Fairness, Student Personnel Services, *Student Recruitment, Two Year Colleges, *Vocational Education

This descriptive report focuses on Project SEEK (Sex Equity Education Know-How), a 1-year program undertaken at Los Angeles Pierce College to address sex inequities and stereotyping in vocational education. The first section identifies the project's goals; i.e., to increase the number of students, who are non-traditional for their sex, in six occupational courses in which the sex distribution is imbalanced; and to develop a model for sex equity in vocational programs that could be used by other colleges. After describing the organization and staff

of the project, this section reviews the project's activities, which focused on initial development, the identification of nontraditional students, the selection of target classes, public awareness efforts, staff development and involvement, contact with business and industry, and the encouragement of nontraditional students. The next section discusses the project's accomplishments; reviews and responds to myths about nontraditional students; and discusses strategies related to recruitment, retention, and placement. In addition, this section proposes a model for gender affirmative action for use by other institutions. The final section offers recommendations, summarizing the most important components of the Pierce College program with respect to scope, leadership, student surveys, employer participation, and advisory committees. Extensive appendices provide materials developed as part of the project. (LAL)

ED 247 966 JC 840 468

Harris, Richard. Obert, Deborah.
Vocational-Technical Microcomputer Applications in Michigan and Bordering States (Upper Midwest Region). A Status Report: Summer 1984. Ferris State Coll., Big Rapids, MI. Center for Occupational Education.

Pub Date—84.
Note—115p.; Portions are marginally legible. Available from—Center for Occupational Education, School of Education, Ferris State College, Big Rapids, MI 49307 (\$6.00).
Pub Type—Reports—Research (143)—Tests/Questionnaires (160)—Numerical/Quantitative Data (110).

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Administration, *College Instruction, *Computer Oriented Programs, *Computer Software, *Educational Counseling, *Microcomputers, Postsecondary Education, State Surveys.

In summer 1984, a study was conducted to assess the status of microcomputer applications in the public vocational-technical facilities of Michigan, Indiana, Minnesota, Illinois, Ohio, and Wisconsin. Mailing lists provided by the vocational education divisions of each state department of education were used to survey 705 individuals regarding hardware and the applications of software in administration, instructional support, counseling/job placement, and vocational education. Study findings, based on a regional response rate of 39%, included the following: (1) Apple/Apple Compatible, IBM-PC/IBM Compatible, and Radio Shack microcomputers dominated the institutions' inventories; (2) a moderate overall percentage of facilities had microcomputers communicating to a mainframe; (3) local area networking was being utilized or under consideration to a significant extent in every state; (4) there was a significant amount of administrative software application activity in accounting/finance, analysis spreadsheet, data base applications, and word processing in every state; (5) most of the activity in instructional applications of software was in the areas of word processing and computer-assisted instruction; (6) microcomputers were used extensively in job placement, counseling, and occupational information systems; and (7) software applications in health occupations were less apparent than in other vocational-technical programs. Study findings are reported primarily in graphs and tables. (LAL)

ED 247 967 JC 840 469

Snider, Patricia A. Valente, Patricia L.
Women on Their Way Survival Kit: A Guide for the Woman Entering College.

Pub Date—[84].
Note—47p.
Pub Type—Guides—Classroom—Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, *Females, Mothers, Postsecondary Education, *Reentry Students, *Student Adjustment, *Student College Relationship.

Information and suggestions are presented in this guide to assist the re-entering female student in her adjustment to college. First, the guide looks at reasons for attending college and provides an overview of some of the barriers and problems to be overcome by a woman with a family who has been away from school for some time. Some of the following sections present a series of questions or factors for the re-entry student to consider when developing college plans on the basis of life goals: choosing a program of study; and managing home and family

responsibilities. Other sections suggest steps to be taken in various college activities, such as budgeting time, developing a time schedule, establishing a study schedule, studying textbooks efficiently, and taking examinations. Some of the remaining sections discuss common concerns, such as the factors involved in academic success and meeting the needs of one's children, and others define and explain terms the student is likely to encounter in attending college, obtaining credit through non-traditional means, and taking examinations. (LAL)

ED 247 968 JC 840 470

Carter, Edith, Ed.
Community College Journal for Research and Planning: Volume III, Number 2. American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.

Pub Date—83.
Note—68p.; Refereed Journal.
Journal Cit—Community College Journal for Research and Planning; v3 n2 Fall-Win 1983
Pub Type—Collected Works—Serials (022)—Reports—Research (143)—Reports—Descriptive (141).

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Community Colleges, Correlation, *Educational Research, *Enrollment Trends, *Institutional Research, Remedial Programs, Two Year Colleges, Vocational Education.

Designed as a forum for the exchange of ideas among professionals involved in community college research and planning, this journal contains a series of articles concerned with institutional research and research-related topics. The following articles are presented: (1) "The Importance of Time," by Arthur M. Cohen, which discusses the significance of time dimensions in determining the utilization of research; (2) "A Look at Participation Rates Based on the 1980 Census," by Lawrence A. Nespoli and Susan K. Radcliffe, which shows how institutions can use census data as a source of improved information for internal and external purposes; (3) "Discriminant Analysis Applied to Basic Skills Programs," by Richard G. Dumont and James T. Jones, which focuses on a study of the use of discriminant analysis to identify the characteristics associated with students who benefit from remedial education and those who do not; (4) "A Study of the Correlation of Selected Data on High School Transcripts, English Qualifying Examination Scores, and Subsequent Freshman/Developmental English Grades at Wytheville Community College," by Jerry R. Beavers; and (5) "American Association of Community and Junior Colleges Report: Occupational Education Enrollments," by Rosemary Wohlers, which offers nationwide data on program enrollments. Additional articles by Beverly Horne, Darrel Clowes, Jim Palmer, and the staff of the ERIC Clearinghouse for Junior Colleges review research studies, literature for researchers, and ERIC documents. (LAL)

ED 247 969 JC 840 471

Maricopa Tech Master Plan, 1983-1988. Maricopa Technical Community Coll., Phoenix, Ariz.

Pub Date—[83].
Note—64p.
Pub Type—Reports—Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Planning, Community Colleges, *Institutional Characteristics, *Long Range Planning, Master Plans, *Program Improvement, Two Year Colleges.

This 5-year strategic master plan states the intended direction for Maricopa Technical Community College (MTCC) for 1983 to 1988, providing an overview of the philosophy, purpose, and direction of the college; and highlighting its planning process, mission, and institutional and operational goals. The first sections describe the process and environment for planning, presenting background information on economic trends, industry and community needs, and student and service area demographics. Next, planning assumptions are presented in the areas of curriculum, economics, technology, demographics, public relations, and faculty/staff/administration. Then, institutional mission and goals are specified, indicating that MTCC is committed to a broad educational mission that includes instructional programs and related services which are student oriented, excellent in quality, and easily accessible. Next, the operational goals and

objectives of the college are set forth. These include supporting existing quality programs and services, expanding industry-related programs, establishing competencies for degrees and certificates, allowing for student flexibility, initiating programs linked to student interests, emphasizing continuing education programs, maintaining and expanding the developmental education program, and identifying facilities for expansion. Finally, a more detailed statement of the master plan presents specific objectives, identifying the personnel responsible and time frame for each. (HB)

ED 247 970 JC 840 472

Tellep, Andrew.
Computer Literacy of Entering Freshmen. Pub Date—21 Apr 84.
Note—10p.
Pub Type—Reports—Research (143)—Tests/Questionnaires (160).

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Planning, *Computer Literacy, Computers, *Computer Science, Elementary School Students, Elementary Secondary Education, High School Students, *Microcomputers, Programming, State Surveys, Teacher Qualifications.

Identifiers—*Pennsylvania.
In an effort to improve college program planning using data on the computer skills of entering freshmen, a survey was conducted to obtain information about computer science programs in Pennsylvania's public schools. The study investigated the material being taught, the background of computer science teachers, program plans, tendencies in the acquisition of hardware and software, the programming languages being taught, and the students receiving computer science instruction. Study findings, based on responses from 220 districts across the state, revealed: (1) 36.9% of the districts used Apple computers, and 44.6% expected to be using Apples the following year; (2) 23.6% of the elementary students, 42.8% of the middle school students, and 51.9% of the high school students were receiving computer science instruction; (3) the most commonly used programming language was BASIC; (4) 22.8% of the districts were currently teaching Pascal, and 33.2% planning to begin teaching the language within the next 2 years; (5) 54.6% of the districts taught structured programming; (6) of the computer science instructors, 35.3% had only undergraduate credits, 20.6% had only graduate credits, and 31.6% had both graduate and undergraduate credits in computer science; (7) 43.2% of the district had an organized, documented plan for computer usage; and (8) 75.5% of the districts used little or none of their computer capabilities for administrative purposes. (HB)

ED 247 971 JC 840 474

Ferguson, C. T.
Alternative Organizational Structures in Higher and Further Education. Coombe Lodge Working Paper. Information Bank Number 1471. Further Education Staff Coll., Blagdon (England). Report No.—IBN-1471.

Pub Date—80.
Note—45p.
Pub Type—Reports—Descriptive (141)—Opinion Papers (120).

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Organization, Administrator Role, *College Administration, Continuing Education, Foreign Countries, *Management Systems, Organizational Theories, Postsecondary Education.

Identifiers—Great Britain.
Alternative models of organizational structure are discussed in this paper as they operate in higher and further education in Great Britain. First, the basic principles of the traditional hierarchical model of college organization are presented, and the advantages and disadvantages of this model are highlighted. Next, the paper discusses the Hatfield Development Plan, one of the first major plans suggesting radical organizational change in higher education. Then, the major features of the scheme in operation at Hatfield Polytechnic are explored in terms of the responsibilities of the academic board, the 5 schools of study and 37 academic groups into which the college is organized, the heads of the academic groups, and the directors of studies. After discussing two additional hierarchical structures based on faculties and departments or schools, the paper examines the main elements of a matrix structure, which involves the superimposition of a project

management structure on an existing functional structure. The next sections discuss the use of the matrix structure in education through an examination of its operation at Strode College, the College of Nautical Studies in Southampton, Yeovil College, and the Colchester Institute. After discussing the functions, roles, and responsibilities of staff within the matrix structure, the paper concludes by contrasting the advantages and disadvantages of the hierarchical and matrix structures. (HB)

ED 247 972 JC 840 475

Chavez, Mauro

An Instructional Guide for Ethnic Studies at Evergreen Valley College.

Evergreen Valley Coll., San Jose, Calif.

Pub Date—5 Sep 84

Note—61p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Course Content, *Course Objectives, *Cross Cultural Training, *Ethnic Studies, General Education, Mexican Americans, Minority Groups, Outcomes of Education, Program Development, Two Year Colleges

Guidelines and conceptual parameters are presented for ethnic studies courses at Evergreen Valley College (EVC). Introductory material discusses the requirement that all associate degree students complete three units of ethnic studies; presents general guidelines for ethnic studies; defines "ethnic-racial minority"; and suggests criteria for course content. After listing EVC's cultural-specific and cultural-general ethnic studies offerings, the guide reviews course objectives, the assumptions underlying the objectives, and what ethnic studies is and is not. Next, the guide outlines accountability standards, focusing on desired student outcomes and the characteristics of ethnic studies instruction. Then, the conceptual parameters are discussed with respect to teaching ethnic-racial minority experiences from an interdisciplinary perspective. Definitions and explanations are presented concerning aspects of minority group status, social psychological dimensions of racial prejudice and discrimination, social stratification and minority inequality, and theories of the resolution of minority-majority group conflict (e.g., the assimilationist and internal colonial models). A student course evaluation form and a 3-week module on Chicano culture illustrating the application of the guide are included. (HB)

ED 247 973 JC 840 476

Fox Valley Technical Institute Economic Development Plan.

Fox Valley Technical Inst., Appleton, Wis.

Pub Date—[84]

Note—79p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Planning, *Community Colleges, Cooperative Education, *Economic Development, Labor Education, Program Descriptions, *Program Development, *School Business Relationship, School Community Relationship, Two Year Colleges

Designed as an operating blueprint for Fox Valley Technical Institute's (FVTI's) economic development efforts, this guide incorporates the necessary operation procedures, descriptions, and resources for those involved in FVTI's effort to assist existing businesses to expand and to attract new businesses to the area. Introductory material describes the goals of economic development as maintaining or increasing the number of jobs, assisting in improving the quality of jobs, and stabilizing or expanding the economy. Section I describes the FVTI's Economic Development Organization, focusing on the roles of the FVTI administration, the advisory committee system, the county economic development coordinators, the technical training consultants (TTC's), the content specialists, the implementers, and the Economic Development Resource Board. Section II outlines economic development procedures, which include TTC assignment, business needs assessment, input of needs into the data system, assignment of implementers/content specialists for delivery purposes, determination of costs by TTC/implementer, formal proposal for delivery of services, TTC monitoring of delivery, and evaluation. Section III explains the economic development marketing plan, specifying target markets, marketing strategies, and means of accomplish-

ment. Finally, future plans are discussed, with focus on feasibility studies for a variety of business/education linkages. (LAL)

ED 247 974 JC 840 477

Donsky, Aaron P. And Others

The Consensus Plan: Dutchess Community College, 1984-85.

Dutchess Community Coll., Poughkeepsie, N.Y.

Pub Date—[84]

Note—113p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Budgeting, *College Planning, Community Colleges, Departments, *Organizational Objectives, Teacher Participation, Two Year Colleges

Identifiers—Dutchess Community College NY

This 1984-85 Consensus Plan for Dutchess Community College is the result of a comprehensive planning process characterized by three elements: (1) a cycle of departmental input directed by a voluntary planning committee and finalized by the deans and president; (2) an integrated process in which departmental plans reflect the major thrusts established by the Consensus Plan; and (3) a linkage of budgeting to the planning cycle. The first section of the Consensus Plan describes the planning process and the work of the planning committee; lists the issues facing the college; describes the activities of the environmental scanning, internal resources, and objectives task forces; identifies the goals established by the president; and discusses the relationship between departmental action and planning. Section II identifies eight planning thrusts for the college: (1) increase academic and student services to the traditional and emerging student populations; (2) improve low enrollment programs; (3) develop a continuous comprehensive staff enrichment process; (4) relate departmental objectives and operational practices to the Consensus Plan; (5) develop the Consensus Plan into a process in which all staff can be involved; (6) establish methods for obtaining new sources of income and revenues; (7) recognize life-long learning needs for business and industry; and (8) increase access through the development of extension sites. The final two sections identify specific departmental and college activities associated with each planning thrust and identify indices of the impact of these activities. (LAL)

ED 247 975 JC 840 478

Kidd, Brian

Assisting the Community College Transfer Student—A Consumer Oriented Inquiry.

Pub Date—84

Note—176p.; Ph.D. Dissertation, Claremont Graduate School, California.

Available from—University Microfilms International, 300 Zeeb Road, Ann Arbor, MI 48106

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*College Transfer Students, Community Colleges, Counseling Effectiveness, Graduate Surveys, Postsecondary Education, Questionnaires, *Student Characteristics, Student College Relationship, *Student Educational Objectives, *Student Personnel Services, *Terminal Students, Two Year Colleges, *Two Year College Students

Identifiers—*Mount San Jacinto College CA

A study was conducted to determine what combination of a student's personal characteristics and community college experiences contributed to a successful transfer to a four-year institution, and to learn which constellations of current and proposed campus resources at Mt. San Jacinto College (MSJC) were most valuable in assisting students to transfer. Surveys were mailed to 389 present and former MSJC students who had transferred to a four-year college, were potential transfers, or were qualified to transfer, but elected not to. In addition, interviews were conducted with students who represented high and low frequencies of campus resource use. Study findings, based on a 39% response rate, included the following: (1) counseling resources were selected as the most useful in terms of transfer assistance; (2) predictors of successful transfer included being dissatisfied with frequency of use of counseling services, receiving an evaluation of progress, being relatively dissatisfied with MSJC's reputation, having a father with more years of education, not living with a spouse, and seeking information on financial aid; (3) transfers tended to have high academic per-

formance expectations, to value counseling services and classroom instruction, and to have educational goals of a bachelor's degree or higher; and (4) family responsibilities and cost factors were the most frequently cited reasons for not transferring. The questionnaire and a review of the literature are included. (LAL)

ED 247 976 JC 840 479

Carpenter, Don A. Ed.

Focus: A Forum on Teaching and Learning in Utah

Community and Technical Colleges, Volume III.

Utah State Board of Higher Education, Salt Lake City.

Pub Date—Sep 84

Note—36p.

Journal Cit—Focus: A Forum on Teaching and Learning in Utah Community and Technical Colleges; v3 Sep 1984

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alumni, *College Curriculum, *Community Colleges, Educational Needs, *Educational Trends, *Education Work Relationship, Labor Force Development, *Liberal Arts, Library Instruction, Program Descriptions, *Technical Education, Technological Advancement, Two Year Colleges

Identifiers—*Utah

This collection of articles addresses various aspects of curriculum and instruction at Utah's community colleges. First, "Reflections on the Changing Role and Mission of Utah Community and Technical Colleges," by Don A. Carpenter, considers the colleges' role in meeting needs for comprehensiveness, "practical" general education, and curricular balance and their role in business and industry partnerships and workforce development. "Education for a New Technological World," by Lucille T. Stoddard, describes a faculty retraining model for high technology fields. Joe A. Green's article, "In Defense of Liberal Education," examines the risks involved in undermining traditional liberal education in favor of a career training focus. "College of Eastern Utah Employment Action Project: Alternatives for the Unemployed," by Charles M. Acklin and Gary S. Wixom, describes an employment counseling/job placement program for unemployed coal miners. Vard Roper, in "Quandary at the Machine Shop," explores changing workforce conditions and the need for educational systems to keep pace with industry. "The Need for Library Instruction in Two-Year Colleges," by Brad D. Wightman, provides a rationale for bibliographic instruction and faculty involvement. Drawing from experiences at Utah Technical College at Salt Lake, Carol M. Henderson offers suggestions for colleges interested in "Getting Started in Alumni Development." Finally, "A Parting Shot: Finding Shakespeare," by Ace G. Pilkington, defends the study of Shakespeare. (LAL)

ED 247 977 JC 840 480

Kester, Donald L. and Others

Possible Reasons for the Successes and Difficulties

Involved in the Development and Attempted

Implementation of a Counseling Evaluation Plan

for Nine Colleges of the Los Angeles Community

College District.

Los Angeles Community Coll. District, Calif.; Los Angeles County Superintendent of Schools, Calif.

Pub Date—[84]

Note—122p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Colleges, *Counseling Effectiveness, *Counseling Objectives, *Counseling Services, *Evaluation Criteria, Multicampus Districts, *Program Evaluation, *Program Implementation, Two Year Colleges

This evaluative report describes the development of an evaluation plan for counseling services in the Los Angeles Community College District (LACCD) and analyzes implementation efforts. Part I provides an overview of plan development and summarizes the plan's strengths and weaknesses. Part II discusses the role of district leadership in developing the evaluation plan, focusing on the involvement of the LACCD chancellor and board, middle management personnel, the Measures of Effectiveness committee, and counseling chairs. After part III analyzes levels of counselor cooperation, part IV examines the major characteristics of the plan, reviewing its similarities to four

kinds of studies (objectives-based, accountability, management information system, and experimental research); and indicating that it is a questions-oriented evaluation plan. In part V, the evaluation plan is presented. Specific objectives are delineated for major goal categories (i.e., recruitment, entering students, continuing students, exiting students, and other). For each objective, tasks to be performed and methods of measuring task accomplishment are specified, and space is provided for evaluating implementation success. Part VI examines reasons for the partial failure of the implementation of the plan as foreseen, focusing on organizational differences and resistance to change. Finally, part VII reviews the actual carryover of the plan. Extensive appendices include relevant forms, campus evaluation reports, a list of counseling functions, and a 9-page bibliography. (LAL)

ED 247 978 JC 840 481

Smith, Jean Burr
Data Collection and Descriptive Statistics for Effective Program Evaluation.

Pub Date—Nov 83

Note—16p.; Paper presented at the National Convention of the American Mathematical Association of Two-Year Colleges (Orlando, FL, November 10-13, 1983).

Pub Type—Opinion Papers (120) — Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Developmental Studies Programs, *Evaluation Methods, Formative Evaluation, Mathematics Anxiety, Program Effectiveness, *Program Evaluation, *Research Design, *Research Problems, Summative Evaluation, Two Year Colleges

Following a discussion of various methods of evaluating the effectiveness of developmental programs, this paper presents a research design for the evaluation of a developmental math program. First, the paper examines the objectives and benefits of conducting formative and summative program evaluations. The paper then identifies the single group pre-test/post-test comparison as the most commonly used method of evaluating remedial programs, and identifies the biases to which the method is vulnerable (e.g., test administration, student attitude, instrument, and external learning biases). Next, methods of reducing the influence of some of these biases are suggested. The paper then focuses on the marginally remedial/marginally exempted comparison, the remediated/exempted comparison, norm-group comparison, cross-program comparison, and historical comparison methods. The paper then recommends that program evaluators be objective, informed, comprehensive, pragmatic, political, selective, and prepared to compromise. The last sections describe the methods of data collection and analysis, and the findings of the developmental math program evaluation. The project (1) investigated the number of students who completed the math courses, the number who took a more advanced math course after completing the developmental course, and marks in advanced math courses; and (2) compared results from classes in which math anxiety was recognized and treated with those in which it was not. (LAL)

ED 247 979 JC 840 482

Caparosa, Carol A.
Building Better Boards for Community Organizations: Third Year Final Report, March 1, 1981-June 30, 1984.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—30 Jun 84

Note—32p.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Community Services, *Governance Boards, Leadership Training, National Programs, *Nonprofit Organizations, Program Descriptions, Program Evaluation, Two Year Colleges, *Volunteer Training

Identifiers—*Building Better Boards for Community Organizations

This final report describes the purpose, background, goals, and accomplishments of the Building Better Boards for Community Organizations (BBB) project, a 3-year effort to strengthen the skills of citizen boards of nonprofit organizations through the establishment of board development/leadership programs at community colleges. First, a discussion

of the project's purpose examines the organizational and community role of individuals serving on boards and explains how the BBB project emerged in response to the need for trained board leadership. Next, a section on project background provides information on the original Kellogg Community College training project; a subsequent award to the American Association of Community and Junior Colleges to develop the project on a national basis; the selection of the BBB's seven regional demonstration sites; and the establishment of a national advisory committee. The report then outlines the project's goals and accomplishments with respect to the development and implementation of community-based training programs; the establishment of a network of over 100 community colleges to offer programs for board members; and the assessment of the impact of training. Next, answers are provided for the most frequently asked questions about the BBB. Program evaluation findings and lists of participating colleges, the project advisory committee members, and project staff conclude the report. (LAL)

ED 247 980 JC 840 483

Sullivan, David W.
An Application of a Computer Instructional Management Package.

Pub Date—14 Aug 84

Note—18p.; Paper presented at the American Vocational Association Conference on Microcomputers and High Technology (Madison, WI, August 13-16, 1984). Two charts will not reproduce well due to small print.

Pub Type—Reports — Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Appliance Repair, *Competency Based Education, *Computer Managed Instruction, *Computer Oriented Programs, *Technical Education, Technical Institutes, Two Year Colleges

Identifiers—*Moraine Park Technical Institute WI

Following the presentation of a conceptual framework for computer-based education (CBE), this paper examines the use of one aspect of CBE, computer-managed instruction (CMI), in a Major Appliance Servicing Program. The paper begins with definitions and a graphic illustration of CBE and its components and uses, i.e., CMI, tutorial or computer-assisted instruction, drill and practice, interactive instruction, instructional simulation, and inquiry. Next, a description is provided of Moraine Park Technical Institute's Appliance Servicing Program, a competency-based curriculum with multiple entry and exit points throughout the 45-week program, which offers a multiple-instructional approach for each module of instruction. Information is provided on methods of evaluating student progress toward meeting performance objectives and of evaluating the program. Next, the paper examines the uses of the microcomputer in keeping track of student progress, providing immediate feedback to students, grading and record keeping, inventory control and shop management, and testing. Finally, the paper describes the modifications made to the Radio Shack program, "Quick Quiz," for creating exercises and tests for students in the program. Illustrations are presented throughout the paper to provide further information about the competency-based program and the use of microcomputers in the program's management information system. (LAL)

ED 247 981 JC 840 484

Petersen, Allan L. Berg, Ernest H.
Revision of Regulations Governing Tutoring Services.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Sep 84

Note—36p.; Discussed as Agenda Item 1 at a Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, September 13-14, 1984). Broken print throughout document.

Pub Type—Reports — Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, Educational Benefits, Educational Legislation, *Noncredit Courses, State Aid, *State Legislation, State Surveys, *Tutorial Programs, Two Year Colleges

Identifiers—*California

Prepared for the Board of Governors of the California Community Colleges, this report provides

background on the provision of tutorial services in the colleges and recommends changes to the regulations for tutorial services. Following a report summary, background information is presented, indicating that: (1) tutoring services are being delivered through a variety of practices, and the regulations which address tutoring offered as a credit course have been criticized as vague and subject to varying interpretations; (2) the State Department of Finance and the Chancellor's Office found that a few colleges were claiming and receiving apportionments for tutorial services not in accordance with state regulations; and (3) in response to a State Department of Finance recommendation, the Chancellor's Office established an Ad Hoc Committee on Tutoring Services, which revised the regulations for tutoring services in order to permit average daily attendance (ADA) generating tutoring to be conducted only as a noncredit course and then only if other specific quality control conditions are met. The original and revised texts of the Title 5 Regulations are presented next, with staff comments. Appendices include a report on the importance and benefits of tutoring services in the community colleges, and copies of relevant legislation and pertinent memos. (Author/LAL)

ED 247 982 JC 840 485

Petersen, Allan L. Berg, Ernest H.
Annual Report: Program and Course Approvals. California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Sep 84

Note—17p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, September 13-14, 1984).

Pub Type—Reports — Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *College Programs, *Community Colleges, *Credit Courses, Educational Legislation, *Noncredit Courses, State Legislation, Two Year Colleges

Identifiers—*California

Provisions of Title 5 of the California Administrative Code require that each new program offered by a California community college and each new course which is not part of an established program be submitted to the Chancellor for prior approval. The Chancellor is required to report approval actions to the Board of Governors. Highlights of approval activity in 1983-84 include the following: (1) the number of new programs approved decreased from 60 in 1978-79 to 16 in 1983-84, reflecting stringent fiscal conditions and the growing maturity of the educational programs in the community colleges; (2) the majority of new programs were in the areas of Engineering and Related Technologies and Computer and Information Science; (3) the number of noncredit course approvals increased by 267 or approximately 2.8%, though the current number of noncredit courses was less than that in 1981-82; (4) the number of new program approvals is anticipated to remain at current low levels, with most activity in the area of high technology. This annual report to the Board of Governors contains an explanation of the current approval process, a summary of approval activity in the areas of credit courses and programs and noncredit courses, and the text of Title 5, Section 55002, which establishes standards for credit, noncredit, and community service classes. (Author/LAL)

ED 247 983 JC 840 486

Petersen, Allan L. Meyer, John
Assessment and Collection of Drop Fees. California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Sep 84

Note—11p.; Discussed as Agenda Item 4 at a Meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, September 13-14, 1984).

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Courses, *Dropouts, Educational Legislation, *Fees, State Legislation, State Surveys, Two Year Colleges, Two Year College Students, *Withdrawal (Education)

Identifiers—*California

In response to concern that some community college students were being denied access to courses because others had enrolled in more courses than they really intended to maintain, the California

community college finance bill of 1983 mandated that the colleges charge students a \$10 fee for each course dropped after the second week of the term (not to exceed \$20 per student). By August 1984, the 70 community college districts reported the results of their efforts to impose the required fee on students dropping classes, indicating: (1) more than 833,000 students had been assessed the drop fee; (2) the fee was waived on the basis of special circumstances for 45,000 students or approximately 5% of those who incurred the charge; (3) an estimated \$6,402,484 was collected and an additional \$2,973,582 was assessed but not collected; (4) variations in college success in assessing and collecting the drop fees were attributable to the differences in computing capacity and available staff; (5) although in some cases college representatives felt that the imposition of the fee had the desired effect of causing students to drop classes early enough to allow others to enroll, administrators and faculty at most colleges felt that the costs of assessing, collecting, and providing exemptions to the drop fee far outweighed the fee's limited benefits. The report includes summary comments from a sample of eight colleges. (Author/LAL)

ED 247 984 JC 840 487

Johnson, Berman E.
The DeKalb Tech Retention Study.
DeKalb Community Coll., Clarkston, GA. DeKalb Area Vocational-Technical School.
Pub Date—20 Aug 84
Note—20p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"College Applicants, Community Colleges, *Dropouts, Student Attrition, Student Motivation, Two Year Colleges, *Withdrawal (Education)

A study was conducted to determine why applicants to the DeKalb Area Vocational-Technical School did not show up for admissions testing and enrollment or did not complete programs which they began. The study identified four groups of non-completers: "no shows" (i.e., applicants who failed to report for admissions testing; "test outs" (i.e., applicants who took the admissions test but did not enroll; "fade outs" (i.e., applicants who failed to post satisfactory admissions test scores, who were accepted after a second testing, and who did not later enroll in a program); and "dropouts" (i.e., students who dropped out after enrollment). Personal interviews were conducted with 378 of the 765 students who were identified as belonging to one of the four categories. Study findings, based on interviews with 147 (46%) of the "no shows," 22 (50%) of the "test outs," 31 (74%) of the "fade outs," and 178 (50%) of the "dropouts," revealed: (1) 32% of all respondents failed to enroll or complete their program because of job conflicts, 21% lost interest, 12% enrolled elsewhere, 9% had academic deficiencies, and 7% had family conflicts; (2) among "no shows," reasons for not enrolling were job conflicts (32%), enrollment elsewhere (14%), and loss of interest (13%); (3) among "test outs," 45% had job conflicts, 23% lost interest, and 14% had academic deficiencies; (4) of the "fade outs" 26% had job conflicts and 23% lost interest; and (5) 28% of the "dropouts" had job conflicts and 24% lost interest. Interview questionnaires are appended. (HB)

ED 247 985 JC 840 488

Zane, Lawrence F. H.
Bilingual Vocational Instructor Training Program:
Third Project Year Evaluation.
California State Univ., Long Beach.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—[84]
Note—18p.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Bilingual Teachers, Community Colleges, Job Placement, Program Evaluation, *Teacher Education, Two Year Colleges, *Vocational Education Teachers

The Bilingual Vocational Instructor Training (BVIT) project at California State University at Long Beach was established to teach instructors to communicate with limited English speakers in specialized skill areas. An evaluation of the program was conducted after its third year of operation to assess the placement of graduates and the institutionalization of the program. The findings of the

evaluation included the following: (1) an average of 43 students per year, or 86% of the program graduates, were placed by the project staff; (2) the program is expected to continue in fall 1984 after the termination of federal funding; (3) the interdisciplinary approach of the curriculum was highly valued by the participants; (4) instructional materials were rated as excellent; (5) the articulation of the BVIT program with other courses enabled participants to complete the BVIT certificate while satisfying requirements for other credentials or degrees; (6) the Second Language Approaches for Vocational Education (SLAVE) workshop was considered too intensive for too short a period of time; (7) there was little or no follow-up of program graduates; and (8) public relations efforts were almost non-existent. Recommendations offered for the continued growth and effectiveness of the program included reviewing the SLAVE portion of the curriculum, setting up a public relations program, and ensuring an adequate administrative and financial basis for the program. (LAL)

ED 247 986 JC 840 489

Pastor, Richard L.
A Review of the Influential Factors and Sources of Information Affecting the Enrollment Decisions of Students Accepted to Northern Essex Community College.

Pub Date—Oct 84
Note—15p; Paper presented at the Annual Conference of the North East Association for Institutional Research (11th, Albany, NY, October 11-13, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—"Community Colleges, *Enrollment Influences, *Information Sources, School Surveys, *Student College Relationship, Two Year Colleges, *Two Year College Students
Identifiers—Northern Essex Community College NY

A study was conducted to examine the factors affecting the enrollment decisions of students accepted at Northern Essex Community College (NECC) for the fall 1983 semester. The study investigated the influence of eight categories of college- or student-related factors (i.e., general college atmosphere, physical characteristics of NECC, personalized attention, financial accessibility, academic major related factors, course accessibility, perceived quality, and transfer-oriented factors); and eight sources of information clusters (i.e., official informational sources, financial aid office, high school sources, NECC recruiting publications, friends, on-campus recruiting sources, general knowledge, and print media). Multivariate analyses of variance were conducted on data supplied by 617 respondents (66.1% of the total sample) and on data supplied by 65% of the respondents, consisting only of first-time students (N=401). The total group of students and the sub-group of first-time students were further divided by two variables: enrolled and traditional versus non-traditional. Study findings included the following: (1) there were no differences between enrolled versus non-enrolled and not-enrolled students regarding the eight factor categories; (2) enrolled students were more favorably influenced by financial aid office contact, high school sources of information, and on-campus recruitment sources than non-enrolled students; (3) non-traditional college-aged students were more favorably influenced by course accessibility than traditional aged students; and (4) first-time students did not differ substantially from students with prior experience in terms of influences on enrollment decisions. (LAL)

ED 247 987 JC 840 490

Missions and Activities of Johnson County Community College: Constituent Perceptions and Evaluations, Spring 1984.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date—Apr 84
Note—62p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—"Administrator Attitudes, College Planning, *College Role, Community Colleges, *Educational Needs, Governing Boards, *Organizational Objectives, Questionnaires, School Surveys, Student Attitudes, Teacher Attitudes, Two Year Colleges

In spring 1984, Johnson County Community College (JCCC) conducted a survey of its constituents asking them to assess 66 college activities in terms of their importance and how well they were being accomplished at JCCC. The survey instrument was administered to 1,225 individuals from JCCC's major constituent groups, including members of the board of trustees, foundation board of directors, college administrators, faculty, and students. Study findings, based on an overall 40.7% response rate, included the following: (1) respondents felt that JCCC should emphasize its instructional programs, including credit courses and certificate and associate degree programs in transfer, occupational and general education areas; (2) JCCC was perceived to perform this primary mission exceedingly well; (3) constituents supported JCCC's providing instructional programs and related support services to various special groups of students; (3) the two priority missions that constituents felt could be improved were providing special support services and programs for students of high academic ability and providing credit courses and programs at accessible locations to meet adult educational needs; and (4) constituents perceived JCCC to currently overemphasize providing general interest courses for senior citizens and instructional programs for non-high school graduates; and (5) there was remarkable consistency among the constituent groups. The questionnaire is appended. (Author/LAL)

ED 247 988 JC 840 491

Perceptions and Characteristics of JCCC/KU Transfer and "Native" KU Students, Fall 1983.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research; Kansas Univ., Lawrence. Office of Institutional Research and Planning.

Pub Date—Jun 84
Note—113p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—"College Environment, *College Students, *College Transfer Students, Community Colleges, Higher Education, *Institutional Evaluation, Participant Satisfaction, *Student Characteristics, *Student College Relationship, Student Problems, Two Year Colleges, Universities

In fall 1983, a survey was mailed to approximately 1,100 students enrolled at the University of Kansas (KU) who had previously been enrolled at Johnson County Community College (JCCC) to determine their perceptions of their educational experiences at both institutions and to develop a profile of the demographic and academic characteristics of these students. In addition, a second survey was mailed to 1,100 native KU students, matched to the transfer student population by level, to determine if the experiences of the transfer and native students differed. Study findings, based on responses from approximately 300 students in each group, included the following: (1) former JCCC students expressed satisfaction with their community college experiences; (2) transfer students perceived differences between the two institutions in the areas of increased opportunities for social activities/contact and greater difficulty in succeeding in academic courses and obtaining individualized help at KU; (3) both transfer and native students had similar kinds of difficulties during their first semester at KU (getting good academic advising ranked as the major difficulty for both groups); (4) neither group had trouble finding a place to live, keeping in touch with family or friends, making new friends, finding transportation, or adjusting to large classes; and (5) both student groups were similar in terms of their personal characteristics. Survey instruments are appended. (AYC)

ED 247 989 JC 840 498

The Improvement of Occupational Education in Maryland: A Progress Report, Fiscal Year 1984.
Maryland State Board for Community Colleges, Annapolis.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—Sep 84
Note—24p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Career Education, *Community Colleges, *Information Systems, *Program Evaluation, Program Improvement, State Surveys, *Statewide Planning, Two Year Colleges
Identifiers—*Maryland

A summary is provided of the fiscal year 1984 activities undertaken as part of the Maryland State Community College Board's (MSCCB's) Management Information System and Program Evaluation efforts. First, the text of a resolution establishing a joint coordinating committee for occupational education programs is presented as approved by the MSBCC and the Maryland State Board of Education. Next, the project summary is provided, including a brief description of the procedures and results associated with the project's three objectives: (1) to conduct statewide studies of credit enrollment, degree recipients, graduate follow-up, leaver (entrant) follow-up, employer follow-up, discipline cost analysis, continuing education data system, and program inventory; and prepare computer files and a report for each study; (2) to run the MSCCB's Community Colleges Program Data Monitoring System and review each of the career programs; and (3) to publish an in-depth evaluation of 48 community college programs and a statewide evaluation of criminal justice/law enforcement programs. Information is provided on the programs designated for evaluation between 1978 and 1983 by discipline; the number of active programs in 1978; the number discontinued between 1978 and 1983; and the number of inactive programs in 1983. Programs designated for qualitative evaluation in 1984 are listed, along with reasons for their assessment. Appendices provide a guide for users of the Program Data Monitoring System and suggestions for using evaluation information to support instructional program evaluations. (AYC)

ED 247 990 JC 840 499

Dellow, Donald A., Ed. Poole, Lawrence H., Ed. *Microcomputer Applications in Administration and Instruction. New Directions for Community Colleges*, Number 47.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—ISBN-87589-989-7

Pub Date—Sep 84

Contract—400-83-0030

Note—122p.

Available from—Jossey-Bass Inc., Publishers, 433

California St., San Francisco, CA 94104 (\$8.95).

Journal Cit.—New Directions for Community Colleges; v12 n3 1984

Pub Type—Opinion Papers (120) — Information Analyses — ERIC Information Analysis Products (071) — Collected Works — Serials (022)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Adult Education, Business Education, *College Administration, College Libraries, *Community Colleges, *Computer Assisted Instruction, *Computer Oriented Programs, *Microcomputers, Professional Continuing Education, Program Descriptions, Science Education, Two Year Colleges, Writing Instruction

The articles in this collection identify and discuss challenges facing community colleges as they attempt to implement the new microcomputer technology for instructional and administrative purposes. The collection includes: "The Microcomputer Revolution and Its Impact on Community Colleges," by Donald A. Dellow and Lawrence H. Poole; "Microcomputers in Science Education," by Laurence D. Spragg; "Behavioral Science Applications of Microcomputers," by Clifford Roger Dillmann; "The Microcomputer in Business Education," by David R. McKay; "Computer-Assisted Writing," by Robert L. Levin; "A Microcomputer-Based Computer Science Program," by Larry D. Compeau; "Microcomputer Applications for Community College Administrators," by Dale O'Daniel; "Application of Micros in Libraries and Learning Resource Centers," by Eleanor M. Carter; "Computer-Assisted Adult Learning and the Community College Response," by Barry Heermann; "The Use of Microcomputers in the Continuing Education of Community and Professional Constituencies," by James E. Garmon; "Choosing a Microcomputer for Use as a Teaching Aid," by Cheryl Vinsnesky and Joan Hocking; "The Future of Microcomputers in Community Colleges," by Dale F. Campbell and William L. Ballenger; and "Sources and Information: Microcomputers," by Jim Palmer. (LAL)

ED 247 991 JC 840 503

Howard, William And Others

Study of Students Who Withdraw from Courses at the Hawthorne and Northeast Centers,

1982-1983, Volume XIII, No. 1.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Pub Date—14 Sep 84

Note—17p.; For earlier study, see ED 233 765.

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Dropout Attitudes, Dropout Rate, Dropout Research, *Dropouts, *Enrollment Influences, *Off Campus Facilities, School Holding Power, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

A study was conducted at William Rainey Harper College to determine why off-campus students withdrew from courses at Hawthorne Center (HC) and Northeast Center (NEC). A total of 391 students who withdrew from degree credit classes and continuing education classes at HC in fall 1981, and from classes at NEC in fall 1982 and 1983 were sampled and surveyed. Study findings, based on return rates of 78% to 89% for degree-credit students and 63% to 77% for continuing education students, included the following: (1) the withdrawal rate of degree credit students attending NEC (27%) was higher than that for the college population as a whole (14%); (2) the principal reasons for withdrawing given by degree credit students were job pressures, inconvenient location, and ineffective instructors; (3) the primary reasons given by continuing education students were course objectives not related to needs, job pressures, personal problems, and inconvenience of course time of day. (4) only 38% of the degree students who dropped at least one course at NEC withdrew completely, and 86% of them planned to return to the college; (5) 76% of the continuing education students who dropped courses at NEC withdrew from college completely, and 67% had plans to return; and (6) among degree credit students withdrawing from NEC classes, 70% reported never having seen a counselor, while among all degree credit dropouts at the college, only 44% reported never having seen a counselor. Detailed results and the questionnaire are included. (LAL)

ED 247 992 JC 840 504

Rosenwasser, Marie Puige, Ruth Ullman

Reading Project Report.

North Seattle Community Coll., Wash.

Pub Date—Aug 84

Note—12p.; Prepared for the Developmental Education Advisory Committee.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Correlation, *Grades (Scholastic), Predictor Variables, *Reading Ability, Two Year Colleges, *Two Year College Students

In winter 1984, a study was conducted at North Seattle Community College to determine the correlation between students' reading levels and final grades in courses for which there were no prerequisites. The Stanford Reading Test was administered in 7 humanities course sections and 10 course sections from other disciplines. Study findings, based on the test scores and final course grades of 387 students, included the following: (1) there were statistically significant positive correlations between reading scores and final grades for 35% of the classes, i.e., Art 100, Music 100, Business 101.01, Psychology 110.04, Botany 112; and trends toward significance in an additional 18%, i.e., Business 101.02, Business 101.03, and Psychology 110.03; (2) no significant correlations existed where there was little variance in reading levels and grades and where both were high; and (3) reading and grades showed different correlations for different sections of the same course. Based on study findings, it was recommended: (1) that instructors participate in the assessment of the reading level of the materials used in class and of the degree to which course grades are determined by students' understanding of the reading materials, and (2) that this information be made available to students. (LAL)

ED 247 993 JC 840 506

Selby, James

Jefferson College Student Services Program Inventory.

Jefferson Coll., Hillsboro, Mo.

Pub Date—1 Dec 83

Note—29p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Ancillary School Services, Community Colleges, *Program Effectiveness, Program Evaluation, School Surveys, Student Attitudes, *Student Needs, *Student Personnel Services, Student Personnel Workers, Teacher Attitudes, Two Year Colleges

A study was conducted at Jefferson College to elicit opinions from a variety of groups as to the importance and effectiveness of 24 student services functions. Questionnaires were administered to 13 administrators, 23 classified staff, 84 faculty, 90 students, and 19 student services staff, asking them to indicate which of the 24 student services functions were being performed at the college, the importance of each function, and how effectively it was being carried out. Study findings, based on responses from 100% of the administrators, 70% of the classified staff, 51% of the faculty, 43% of the students, and 95% of the student services staff, included the following: (1) student placement was considered the most important function and was seen as being carried out effectively; (2) transfer counseling was rated as second in importance, but only fifteenth in effectiveness; (3) financial aid and registration were seen to be important and effectively carried out; (4) academic advisement and career counseling were considered to be quite important, yet both were rated low in terms of their effectiveness; and (5) counseling and advisement areas in general were considered to be quite important and to need the greatest amount of improvement to raise their effectiveness ratings. The bulk of the report consists of a detailed breakdown of study findings by student services function, reporting responses by group, and offering comments. (HB)

ED 247 994 JC 840 508

Woodland, Calvin E. Goldstein, Marc S.

Facilitating Community College Access for Minority Students.

Charles County Community Coll., La Plata, Md.

Pub Date—[84]

Note—14p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Black Students, Community Colleges, Educational Attitudes, *Enrollment Trends, *High School Seniors, *Minority Groups, *Student Attitudes, *Student Educational Objectives, Surveys, Two Year Colleges, White Students

Following a discussion of means of facilitating community college access for minority students, this paper presents the results of a study conducted at Charles County Community College (CCCC) to develop a recruitment strategy to increase minority enrollments. Introductory material discusses the access to education afforded to minority students by community colleges, and the barriers these students confront when entering a two-year college. The next sections outline obstacles to minority enrollment in vocational programs, trends toward skewed minority enrollment patterns, and recent responses to the problems of unequal access and the underrepresentation of minority students in higher education. Then, results are presented from CCCC's survey of 1,070 high school seniors enrolled in the Charles County public school system. The survey was conducted to obtain information on students' career plans and to compare the plans of minority and white students. Study highlights include: (1) nearly half of the white respondents planned to continue their education, compared to one-third of the minority students; (2) white respondents were willing to train longer in preparation for their career than were minority students; and (3) almost half of the white students and one-third of the minority students viewed CCCC attendance as the first phase of a four-year education. (HB)

ED 247 995 JC 840 509

Wilson, Alfonso Dyste, Ron

Testimony Presented to the Assembly Special

Committee on Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—8 Dec 83

Note—19p.

Pub Type—Reports — Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Family Income, *Financial Needs, State Surveys, *Student Financial Aid, *Student Needs, Two Year Colleges, *Two Year College Students

Identifiers—*California

Prepared as testimony to the California Assembly Special Committee on Community Colleges, this report provides information on community college student income levels, financial aid, and estimates of unmet financial need and ensuing consequences for students and the colleges. First, questions raised by the committee regarding family income levels are addressed, indicating that the community colleges serve, proportionately, 96% more students from low-income families than does the University of California, and 55% more than the California State University system serves; and that two-thirds of the families of dependent children attending community colleges fell below the median family income. Next, information is provided on financial aid in the community colleges. The following section discusses unmet financial need among community college students, estimating that there is between \$88 million and \$183 million in explicit unmet need (i.e., the dollars needed over and above the aid received) and between \$117 million and \$204 million in implicit unmet need (i.e., the dollars needed by students who do not receive aid). Finally, possible consequences of unmet need are discussed; e.g., students taking fewer units, spending more time working, adopting shorter-range goals, getting lower grades, taking longer to complete programs, and having more interruptions in college attendance. Tables provide statistics on student income levels, financial aid, and need estimates. (HB)

ED 247 996 JC 840 510

Page, Warren

Knowledge Transmission and Acquisition: Cognitive and Affective Considerations.

Pub Date—Jul 84

Note—25p; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Mathematics, Instructional Improvement, Learning Strategies, Mathematics Instruction, Two Year Colleges

Arguing that college mathematics education must be made more effective, especially for technology, engineering, mathematical sciences, and physical sciences students, this paper presents nine general principles to enhance math instruction for all students. Introductory material argues that changes in perception, attitudes, and role models are needed to realize the goals of integrating knowledge acquisition and knowledge utilization and exploring meta-cognitive instructional considerations. Next, a historical and futuristic overview is provided of important mathematical issues of the 20th century. Then, the general principles for mathematics instruction are presented, discussed, and illustrated with examples: (1) "what" one communicates in mathematics instruction includes the intrinsic nature and value of the discipline; (2) "how" one communicates goes beyond the exchange of ideas and information to long-lasting psychosocial values; (3) math teachers must appreciate individual differences and their impact on learning styles; (4) multimodal representation of concepts has the potential for synergistic learning; (5) math principles should be presented as the basis for solving classes of problems; (6) students need to learn to reformulate and restructure problem representations; (7) teachers must anticipate and preempt students' misinterpretations; (8) control knowledge must be appreciated as part of knowledge acquisition and accumulation; and (9) students must be responsible partners in an interactive and collaborative learning environment. (AYC)

ED 247 997 JC 840 511

Andrews, Hans A. Allen, John P.

Qualifications Handbook for Fulltime Faculty and Academic Support Personnel. Edition II.

Illinois Valley Community Coll., Oglethorpe.

Pub Date—Sep 83

Note—59p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—College Faculty, Community Colleges, Counselor Qualifications, Departments, Employment Qualifications, Full Time Faculty, Librarians, Teacher Aides, Teacher Qualifications, Transfer Programs, Two Year Colleges, Vocational Education Teachers

This handbook presents the minimum qualifications required for full-time faculty and academic

support personnel at Illinois Valley Community College (IVCC). Section A presents Board of Trustees policies regarding hiring professional staff, full-time faculty, and full-time academic support personnel; establishing competencies for faculty and support personnel; not rehiring non-tenured, full-time faculty and instructional support personnel; and reducing the number of full-time faculty and support personnel. After section B defines key terms and provides a guide to terminology, section C discusses ways in which minimum qualifications are established. Sections D through H present the minimum qualifications to teach various subject areas in the Humanities and Fine Arts Division; the Business Division; the Engineering, Math, and Physical Science Division; the Division of Life Science, and the Division of Social Science and Public Service. These sections provide general information on the transfer and occupational courses in each division, indicate whether successful teaching or work experience is a prerequisite, and specify qualifications for subject areas and courses. Section I outlines the minimum qualifications for counselors, assistants to instruction, and librarians; and, finally, section J details the qualifications to teach occupational subjects at the Sheridan Correctional Center. (HB)

PS

ED 247 998

PS 013 902

Winer, Sydel

Facilitating Increased Student Tutoring Service on the Elementary Level.

Pub Date—Sep 82

Note—106p; Practicum Report, Nova University, 1982. Document contains light print.

Pub Type—Reports—Descriptive (141)—Reports—Research (143)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—After School Education, Elementary Education, Elementary School Students, Peer Teaching, Secondary School Students, Tutoring, Tutors

Identifiers—Tutor Role, Tutor Teacher Relationship, Tutor Training

The Clarkstown Tutoring Service, a student peer-tutoring program in the Clarkstown (a middle to upper-middle suburban community), New York, school district received hundreds of tutees in grades 7 through 12 but very few in grades 1 through 6. A plan was devised to double the number of public elementary students tutored from 33 to 66 by June 25, 1982. Toward this end, a publicity campaign was launched which included questionnaires to past and present tutors and to the parents of both tutees and tutors. Tutors' responses were positive, indicating that tutoring developed self-confidence and leadership abilities. Parents of tutors were proud of their youngsters; parents of tutees praised the tutoring service but were critical about the lack of publicity. Information gathered from questionnaires was used to write a pamphlet on tutoring for grades 1-6, and this was distributed to parents of elementary students throughout the district. In addition, the director of the tutoring service and tutors visited three Parent Teacher Association meetings to publicize the service. The enrollment objective was more than achieved, with 76 elementary pupils receiving tutoring services by the established deadline. Additionally, feelings of cooperation and camaraderie between student tutors and elementary school professional staff were developed. It was recommended that the tutoring service eventually be expanded to private and parochial school service. (Appendices include maps of Clarkstown, tutoring forms, questionnaires, an enrollment growth chart, principal's letter, and other related materials). (BJD)

ED 247 999

PS 014 031

Burns, Robin

Development Education and Peace Education: From Conflict to Co-Operation. UNICEF Development Education Paper No. 22.

United Nations Children's Fund, New York, N.Y.

Pub Date—[81]

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Higher Education, History, Innovation, Organizations (Groups), Professional Associations, Secondary

Education

Identifiers—Development Education, Peace Education, United Nations

Parallels between three main approaches to development education and peace education are pointed out in this discussion. Specifically examined are informational, community action, and "qualitative" approaches to development education and correspondences in the growth of peace education. The document also describes organizational forms of development education and peace education as well as activities undertaken within institutions of formal education at primary, secondary, and higher education levels. Topics discussed include the role of professional associations, both national and international, and the separation of issues in the United Nations system. It is concluded that, whereas both educational concerns have common goals, hopes, and methods, development and peace education are separate activities competing for time, attention, and resources. Their integration is viewed as desirable and possible. (RH)

ED 248 000

PS 014 341

Deleau, Michel

Communication during the Second Year of Childhood: Recent Research in France and French-Speaking Countries.

Pub Date—Jul 83

Note—28p; Paper presented at the Biennial Meeting of the I.S.S.B.D. (Munich, West Germany, July 31 - August 4, 1983).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Child Development, Child Language, Communication Research, Definitions, Foreign Countries, Individual Characteristics, Infant Behavior, Literature Reviews, Nonverbal Communication, Psychological Characteristics, Research Methodology, Toddlers, Verbal Development

Identifiers—Developmental Patterns, France, Social Interaction

This document reviews a number of recent studies written in French that investigate the nature of communication between 2-year-old infants and others. The review includes three parts. The first part focuses on studies aiming to constitute a behavioral catalog of the child. Characteristically, these studies offer a posteriori interpretations of relationships between language usage and other forms of behavior and cannot explicate the active role of adult and child in their mutual control of interaction. The second part reviews studies made to delineate sequential dependencies between the child's conduct and that of interlocutors. These studies have in common the search for a minimal element of analysis in explorations of the bidirectional nature of exchanges and their construction in time. The third section reports terminological changes made since the 1970s in research in human communication. Noted are increased specificity about what may be studied as communication involving infants and increased awareness that, since communicative interactions play a role in shaping the psychological organization of the child, the study of communication is essential. (RH)

ED 248 001

PS 014 363

Furman, Duane E. Noli, Pamela M.

Improving the Learning and Attitudes of Elementary Students: A Nutrition Intervention.

Madera Unified School District, Calif.

Pub Date—Dec 83

Note—54p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Behavior Change, Elementary Education, Elementary School Students, Mathematics Achievement, Nutrition, School Attitudes, Student Attitudes, Student Behavior

This study investigated the attitudes, behavior, and mathematics achievement of 200 second-through fifth-grade children who received a mid-morning snack of nuts and raisins. It was hypothesized that a nutritious snack would counter low blood sugar in children who consumed a high-sugar breakfast or had no breakfast at all. Experimental subjects were randomly chosen from 2,000 students who received a snack and were compared with 200 randomly chosen controls who did not. In October and May, experimental and control groups were rated by their teachers on their classroom behavior and were administered the California Test of Basic Skills for Mathematics and the U.C.L.A. Test of

Student Attitude. The experimental group showed more growth in mathematics scores over the year and somewhat less distracted and disruptive behavior, but these results were not statistically significant. However, the difference between experimental and control groups on the attitude scale was statistically significant for second and third graders. An unexpected finding was that attitudes were less positive at the end of the year for both groups of fourth through sixth graders. It was concluded that nutritious snacks were worthwhile minor intervention that used no instructional time. (CB)

ED 248 002 PS 014 371

Lipsitz, Joan Scheff

Making It the Hard Way: Adolescents in the 1980s.

Pub Date—27 Oct 83

Note—25p.

Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Adolescents, *After School Programs, Birth Rate, Delinquency, *Developmental Tasks, Dropout Rate, Drug Use, Employment, Marriage, *One Parent Family, Runaways, Sexuality, Smoking, Sociocultural Patterns, Statistical Data, Suicide

This testimony, prepared for presentation to the Crisis Intervention Task Force of the House Select Committee on Children Youth, and Families, begins with an overview of statistics on education, employment, and marriage among adolescents. Subsequently, it reviews data on indicators of youth crises: pregnancy, sexuality, substance abuse, smoking, juvenile crime, suicide, and runaways. Reflection indicates that (1) when taken as a whole, data do not present a picture of escalating problems, though, when disaggregated, they do suggest areas of distress; (2) statistical overviews rarely portray strengths of an age group; (3) adolescents are not only victimizers but victims; (4) the direction of most negative social indicators among adolescents is either horizontal or declining; and (5) during impending economic reversals, funding of health services and social supports for children should be continued to maintain downward trends. It is further pointed out that, whereas a statistical profile indicates areas of crisis, a developmental profile is needed to explain the special vulnerability of adolescents. Subsequent material offers a synopsis of biological, sociocultural, and psychological aspects of adolescence; discusses statistical trends and developmental characteristics in the context of one-parent families; and, in conclusion, emphasizes the need for after-school and nutrition programs for both young and older adolescents. (RH)

ED 248 003 PS 014 372

Ritchie, Kathleen E. Johnson, Zita M.

Superman Comes to Preschool: Superhero TV

Play.

Pub Date—Nov 82

Note—10p.; Paper presented at the Annual Meeting of the National Association for Education of Young Children (Washington, DC, November 11-14, 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Dramatic Play, *Group Dynamics, Interpersonal Relationship, *Preschool Children, Preschool Education, *Pretend Play, Psychological Needs, Role Playing, Self Concept, *Self Esteem, *Teaching Methods

Identifiers—Superheroes

Systematic efforts at the Arizona State Child Study Laboratory were successful in replacing children's undesirable superhero play with other types of sociodramatic play. Teachers found superhero play undesirable because it was aggressive and noisy and was accompanied by an increase in random activity. Observations indicated that superhero play had all six elements of sociodramatic play discussed by Smilansky but did not fully develop them. Specifically, such play was limited in the roles adopted by children, did not build on past experience or encourage sharing ideas through language, and emphasized conflicts that were resolved by physical aggression or "flying away." However, the popularity of superhero play showed that it met real needs for active play and for expressing angry and aggressive feelings. Other sociodramatic play was encouraged by gradually introducing costumes, props, and materials around a theme such as transportation or a grocery store, and by preparing the children through

field trips, discussion, and stories. The teacher's general role was to deliberately enrich and change the environment and to suggest techniques for getting along with others if conflicts arose. However, the teacher had to supplement her role with children who depended on a superhero identity to compensate for their lack of self-esteem and social skills by directing them into new activities. (CB)

ED 248 004 PS 014 381

Rice, Margaret A.

Working with Parents and Professionals.

Humboldt Coll. of Higher Education, Hull (England). Professional Centre.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date—Jul 83

Note—93p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Centers, Foreign Countries, *Infants, Low Income Groups, *Mothers, Outreach Programs, *Parent Participation, *Preschool Children, Preschool Education, Preschool Teachers, *Professional Personnel

Identifiers—England, Parent as a Teacher, *Playgroups, *Toy Lending Libraries

This document describes several outreach projects in Hull, England, developed by a head teacher of a state nursery school who believed that parents would feel more comfortable with preschool staff and activities if facilities were provided for very young children. The first section describes the innovation of a mother-toddler club in North Hull. In 1980, when funds were needed to acquire a building, this club became the nucleus for the North Hull Neighbourhood Centre. Greater space allowed the addition of new activities, such as a pensioners' club, a toy library, and exercise and karate groups. The next two sections describe the Neighbourhood Centres Project, in which similar activities were started in two other areas of the city. Toy libraries and parent/toddler groups were organized through a play group supervisor and the head teachers of three primary schools. The last two sections discuss research providing a rationale for these projects, the roles of professionals from various social agencies in creating and maintaining them, and the current and future status of the projects. (CB)

ED 248 005 PS 014 399

Berger, Marsha R. And Others

National Forum on Excellence in Education (Indianapolis, IN, December 8, 1983). Session on

Roles and Responsibilities. Papers Presented.

Pub Date—Dec 83

Note—24p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Business Responsibility, *Educational Improvement, *Educational Responsibility, Elementary Secondary Education, *Expenditures, Federal Government, *Government Role, Parent Participation, Principals, *Public Schools, School Districts, State Government, Superintendents

Identifiers—Montana, Ohio (Columbus), Parent Teacher Association

These seven discussion papers present the views of two classroom teachers, two superintendents, a state Parent Teacher Association president, an elementary school principal, and a state school board member on the roles and responsibilities of parents, teachers, principals, the business community, and government in improving public education. The first paper stresses the necessity of a cooperative effort at the federal, state, and local government levels to provide advocacy for education and to support it with more funds. The second paper enumerates specific responsibilities for each of these government levels. The next paper presents a superintendent's five major responsibilities with respect to the school board, business community, parents, staff, and students. The role of parents and the Parent Teacher Association and the role of the principal in planning and carrying out reforms are discussed in the next two papers. The sixth paper looks at changes in Montana due to the current educational reform movement and the problem of funding reforms. The last paper describes a project in Columbus, Ohio, called "Organizing for the Nineties," which is sponsoring long term planning to use all possible community resources for education. (CB)

ED 248 006 PS 014 400

MacDonnell, Susan

Vulnerable Mothers, Vulnerable Children: A Follow-Up Study of Unmarried Mothers Who Kept Their Children. Revised.

Nova Scotia Dept. of Social Services, Halifax. Policy, Planning and Research Div.

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario). National Welfare Grants.

Report No.—ISBN-0-88871-022-4

Pub Date—82

Grant—4552-20-6

Note—328p.

Available from—Nova Scotia Government Bookstore, 1597 Hollis Street, Halifax, Nova Scotia, Canada B3J 2T5 (\$8.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adoption, *Child Development, *Child Rearing, Comparative Analysis, *Contraception, Day Care, Education, Employment Patterns, Fathers, Foreign Countries, *Infants, Interviews, Mothers, Physical Characteristics, Physical Environment, Social Services, *Socioeconomic Status, *Unwed Mothers

Identifiers—*Nova Scotia

This study compared 346 unmarried primiparous women who kept their children and 326 married primiparous women, with respect to birth control knowledge and use, socioeconomic circumstances over 18 months, health and development of the children, and quality of child care. The preparation and planning that led to the decision to keep the out-of-wedlock children were also examined. The sample of unmarried mothers was drawn from all single mothers who gave birth in Nova Scotia from July to November 1978, while the sample of married mothers was drawn from different counties in Nova Scotia from July 1978 to February 1979. In general, the unmarried mothers and fathers were younger, had less education, and lived in poorer socioeconomic circumstances. Both groups were interviewed extensively three times, at about 1 month, 9 months and 18 months postpartum. Other data included hospital records and height, weight, and head circumference measurements of the children at 18 months. In addition to extensive data analysis, the report includes interviewers' assessments of the severity of unmarried mothers' problems and recommendations for support services, and case histories of the 10 unmarried subjects who later placed their children for adoption. (CB)

ED 248 007 PS 014 401

Tucker, Jamie, Ed.

Research in Action II National Conference Proceedings (Lubbock, Texas, February 9-11, 1983).

Volume II.

Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.

Pub Date—Feb 83

Note—148p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Disabilities, Early Childhood Education, Emotional Response, *Empathy, Evaluation, Graphs, Hospitalized Children, Intervention, *Mathematics Skills, Motivation, Parent Attitudes, Play, Rural Urban Differences, Sex Differences, Special Education, *Staff Development, Staff Utilization, *Story Telling, *Teacher Education

Identifiers—Shadows

This conference program includes explanatory material and reprints 15 of the 43 papers presented in conference sessions. In addition to Rheta DeVries' keynote address—"Can Research Help Teachers Teach?"—research reports are published from four interest session tracks. Papers from the health/handicap track include Patricia Hutinger's "I Didn't Know I Knew So Much to Do What I Am Doing: Competency-Based Teacher Preparation for Early Childhood Handicapped Personnel"; Jeanette Jenkins, David R. Canon, and C. Bondred Stout's "The Development and Assessment of a Child Life Program on the Hospital Pediatric Ward"; and Ralph Hausman and Rubilee Nobel's "Developmental/Educational Assessment of Handicapped Children in Early Childhood (Preschool) Public School Programs." The early childhood track includes Hazel Mariccano's "Expressive Communication Responses of Young Children to Storytelling"; Barbara Gibson, Roy Moxley, and Kathy Blouiarz's "The Development of Math-Graphing and Charting

Skills in Young Children"; Janice Strand's "Curriculum for Emphatic Enrichment"; and Mary Seay's "The Impact of Parent Attitudes on Children's Math Abilities." Six papers are published from the management strategies/staff development track: "Self-Assessment of Knowledge and Training Needs for Personnel Serving Preschool-Aged Handicapped Children: A Rural-Urban Comparison," by William Wachtel, Stephen Stile, and Sandra Abernathy; Gloria Galey's "Systems Simplify Service"; James Strickland's "You Gotta 'Catch Fire' before You Can 'Burn Out': Exploratory Research on Motivators for Training of Paraprofessional Preschool Classroom Personnel"; Stuart W. Reynolds' "Short-Term Training and Its Effect on Management Style in Human Service"; Rick van den Pol's "Staff Utilization and Support System: A Low-Cost Alternative"; and Robert Collier's "The Effects of Training Preschool Teachers in Techniques for Fostering Children's Play." David Shearer's report on the Early Intervention Research Institute is the only paper included from the special interest track. Also provided are names and addresses of the approximately 200 presenters, facilitators and cooperating agencies, and personnel of the Institute for Child and Family Studies. (CB)

ED 248 008 PS 014 432

Early Childhood Institute Proceedings (2nd, Tifton, Georgia, September 17, 1983). Georgia Univ., Athens. Cooperative Extension Service.

Pub Date—17 Sep 83
Note—92p.; For earlier proceedings, see ED 241 141.

Available from—Childhood Institute/RDC, P.O. Box 1209, Tifton, GA 31793 (\$5.00).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Activities, Child Abuse, Costs, Disabilities, *Early Childhood Education, Educational Facilities Design, Grade 1, Grade 2, Grade 3, Kindergarten Children, *Learning Activities, *Management Development, Movement Education, Parent Participation, Playgrounds, Preschool Children, Resource Materials, *Teacher Developed Materials, Teacher Evaluation
Identifiers—Autumn, Developmental Patterns, Georgia, Mathematics Readiness, Menu Planning
After listing the conference schedule, planning committee, program speakers and presiders, this document reprints materials related to 11 conference workshops and an exhibit on creating teacher-made preschool materials. The keynote address is summarized in the form of short restatements of child development principles. Materials from the workshops include (1) learning activities for teaching 3- to 8-year-olds concepts about autumn; (2) a discussion of how to plan and construct playgrounds using donated materials and parent labor; (3) an outline on the causes and identification of handicapping conditions of children; (4) information on the identification and reporting of child abuse and neglect; (5) examples of good and bad ways to organize art activities for early childhood; (6) math readiness activities for preschoolers; (7) a discussion of management styles and theories commonly used in supervising school staff; (8) guidelines for planning menus for preschools; (9) a form used for preschool teacher evaluation; and (10) a summary of the benefits of using musical movements to help teach 3- to 9-year-olds concepts and skills from the school curriculum. (CB)

ED 248 009 PS 014 443

Report of the 1990 Illinois White House Conference on Children.

Illinois Commission on Children, Springfield.
Pub Date—Nov 80
Note—196p.

Pub Type—Reports - General (140)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Adolescents, Committees, Day Care, Delivery Systems, Drug Abuse, Early Childhood Education, Early Parenthood, Educational Environment, *Educational Needs, *Educational Objectives, Employment, *Family Role, *Health Needs, *Health Services, Prevention, Public Policy, Sexuality, Social Services, Special Education

Identifiers—Continuity, Illinois Commission on Children, Illinois White House Conference on Children, *Juvenile Justice, Permanency Planning (Foster Care), Protective Services
Concerns of this report are adolescence and juvenile justice, the role of families in nurturing children, educational services, health services, and the provision of a continuum of services. The section on adolescence and juvenile justice focuses on six issue areas: youth development, prevention and support services, teen sexuality, substance abuse, juvenile justice, and education and employment. The section on the nurturant role of families deals with reinforcing the inherent strengths of families, environmental influences on families, and families that need additional supportive services such as supplemental child care, protective services, permanency planning, and assistance to pregnant teenagers. The section on educational services focuses on five comprehensive areas of responsibility that society asks of schools: preparing students for life tasks, teaching personal and social skills, providing a safe and effective learning environment, providing special education services, and being involved in the community. Single living; children and the arts; the preservation of a democratic society; absenteeism and dropouts; substance abuse; violence and vandalism; discipline procedures; participation in and transportation to athletic events; and gifted, vocational, career, and bilingual education are among the issues addressed in the education section. The final section, on health services, focuses on prevention and delivery. Under the category of prevention, special emphasis is placed on health education, immunizations, nutrition, accident prevention, and environmental health services. Under the category of delivery, consideration is given to prenatal care, access to health services, mental health, and dental health. Concluding remarks address the problem of providing a continuum of services. Throughout the report, recommendations for each area are provided. Also included is a statement of recommendations of the Illinois Council of Youth, a brief description of the Illinois Commission on Children, and lists of names and addresses of persons associated with the report. (RH)

ED 248 010 PS 014 449

Brathwaite, John. And Others
Explorations in Early Childhood Education: The Mount Druitt Early Childhood Project.

Australian Council for Educational Research, Hawthorn.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Report No.—ISBN-0-85563-478-2
Pub Date—83

Note—349p.; Appendices were originally in microfiche form; they have been reproduced here from the microfiche and may be marginally legible.

Available from—The Australian Council for Educational Research, Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia.

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, Comparative Analysis, *Disadvantaged, *Early Childhood Education, *Educational Objectives, *Evaluation Methods, Foreign Countries, Outcomes of Education, Parent Participation, *Preschool Curriculum, *Program Development, Program Effectiveness, Program Evaluation

Identifiers—Australia (Sydney), *Mount Druitt Early Childhood Project, Process Analysis

This book concerns the Mt. Druitt Early Childhood Project, which was developed to provide quality educational programs for disadvantaged children living in the western suburbs of Sydney, Australia. In order to set the subsequent discussion in broader perspective, chapter 1 addresses several key issues influencing project development. Chapter 2 reviews the project's developmental phase; outlines project goals; and specifies what the goals meant for children, teachers, and parents. Chapter 3 describes the Mt. Druitt area, a new low-cost public housing estate. Summarized in chapter 4 are objectives and general methods followed in each of five different early childhood programs (cognitive, competency, contemporary, behaviorist, and home-based). Additionally, general issues in preschool programming are considered, and childhood practices in Australia that influenced program selection are reviewed. Chapter 5 describes the program evaluation model and presents demographic, medical, nutritional, cognitive, language, and achievement data about children in the preschool and comparison groups at the beginning of 1977. Chapter 6 describes and quantifies many of the processes that occurred within classrooms and evaluates these processes

against the goals of the project. Chapter 7 describes initiatives taken to achieve the goal of parental and community involvement with schools. Overall results of the study are presented extensively in chapter 8, and other results are discussed in chapter 9. Implications of the main results are considered in chapter 10. (RH)

ED 248 011 PS 014 470

Education 5 to 9: An Illustrative Survey of 80 First Schools in England.

Department of Education and Science, London (England).

Report No.—ISBN-0-11-270530-8

Pub Date—82

Note—81p.

Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1V 6HB, England (3.50 British Pounds).

Pub Type—Reports - Research (143)
Document Not Available from EDRS.

Descriptors—Classroom Techniques, *Curriculum, Foreign Countries, *Institutional Characteristics, *Primary Education, *School Organization, *Student Evaluation, Surveys, Tables (Data)

Identifiers—*First Schools (England)

Based on inspections of 80 first schools for children either 5 to 8 years or 5 to 9 years of age, this survey reports data on school organization and staffing, and offers narrative descriptions of children's work. An introductory first chapter offers generalizations about features common to most first schools. The second chapter describes aspects of the curriculum: reading; writing; talking and listening; mathematics; religious and moral education; learning about people; learning about the physical world; learning about materials, plants, and animals; art and craft; music; and physical education. Chapter 3 describes the management of teaching arrangements and approaches, focusing on the role of the head teacher; production and use of guidelines for teaching subject matter; classroom organization and teaching methods; the deployment of teachers; and the assessment, planning, and recording of children's work. A summary and conclusions are provided in the fourth chapter. Appendix 1 describes additional characteristics of the schools, such as buildings and school sites; admission policies; qualifications, experience, and responsibilities of teachers; support services; and parent participation. Appendix 2 consists of 10 tables of data collected from the survey and a note on the statistics concerning their interpretation. (RH)

ED 248 012 PS 014 472

Center for Research for Mothers and Children: 1983 Progress Report.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—83

Note—80p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavior, *Child Development, *Disabilities, Financial Support, Genetics, Learning, *Mental Retardation, Nutrition, Perinatal Influences, Pregnancy, *Research Projects

Identifiers—*Center for Research for Mothers and Children, Developmental Disabilities, Endocrine System, Research Results, Research Summaries, Teratology

Described in this report are the extramural activities for fiscal year 1983 of the Center for Research for Mothers and Children (CRMC). The CRMC is designed to advance knowledge about fetal development, pregnancy, and birth; to identify the prerequisites of optimal growth and development through infancy, childhood, and adolescence; and to contribute to the prevention and treatment of mental retardation, developmental disabilities, and other problems of childhood and adolescence. The extramural activities of the Center are administered through three branches: the Clinical Nutrition and Early Development Branch (CNED), the Mental Retardation and Developmental Disabilities Branch (MRDD); and the Human Learning and Behavioral Branch (HLB). The largest branch in the CRMC, the CNED has three sections: a Genetics and Teratology Section, a Pregnancy and Perinatology Section, and a Nutrition and Endocrinology Section. In June of 1983 the CRMC provided more than \$119 million in support of over 1,000 research and research training projects concerned with the special health problems of children, mothers, and families. Information concerning each branch and section in-

cludes an overview, descriptions of the unit(s) involved, a summary of program activities, a table disclosing National Institute of Child Health and Human Development grants and contracts active during June 1983, descriptions of research activities, and a brief report of staff activities. (RH)

ED 248 013 PS 014 482

Muller, Alexandra A. Perlmutter, Marion
Preschool Children's Problem-Solving Interactions at Computers and Jigsaw Puzzles.

Pub Date—10 Jan 84

Note—30p.; Document contains faint, broken print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, Communication (Thought Transfer), Comparative Analysis, *Cooperation, *Microcomputers, *Peer Relationship, *Preschool Children, Preschool Education, *Problem Solving, *Puzzles

Identifiers—Context Effect, Sharing Behavior, *Social Interaction

In two studies, preschool children's social interactions while working on problem-solving tasks were investigated. In the first study, 27 preschool children were observed over a period of 9 weeks while working on learning games at a computer. Sharing, verbal and nonverbal instruction, and initiation of interaction were recorded. A total of 63 percent of the time at the computer was spent with a peer, and peers often spontaneously shared and instructed each other. Age-related increases in time spent at the computer, as well as in self-initiation of interaction and sharing, were evident. No differences were found in boys' and girls' activities at the computer. In the second study, 18 children were observed over a period of 5 weeks while working with jigsaw puzzles. In this context, children worked with peers just 7 percent of the time and exhibited far fewer instances of cooperative interaction. Generally, results indicated that preschool children can engage in cooperative problem solving and instruction and that various activities differentially stimulate such behavior. Further, in contrast to stereotypes about computers, this research suggested that even children younger than school age can work effectively at computers and that computer technology may actually stimulate social interaction in problem solving. (Author/RH)

ED 248 014 PS 014 494

Davies, Betty
Children's Responses Following a Sibling's Death:

Role of Family and Community Environments.

Pub Date—28 May 84

Note—17p.; Paper presented at the Annual Conference of the Association for the Care of Children's Health (19th, Houston, TX, May 28, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Behavior Problems, Cancer, Children, *Death, Family Characteristics, *Family Environment, Foreign Countries, Helping Relationship, Intervention, Medical Services, Nurses, *Siblings

Identifiers—*Bereavement, Canada, United States

Focusing on relationships between children's behavioral responses and family characteristics, this exploratory, descriptive, and retrospective study investigated bereaved children's responses to the death of a sibling from cancer and examines those responses in relationship to selected individual, situational, and environmental characteristics. Participating in the study were 34 two-parent families from the United States and Canada who had had a child die from cancer within 3 years from the time of data collection and who had a surviving child between 6 and 16 years of age. The Child Behavior Checklist was used to measure behavior problems and competencies reported for bereaved children, and the Family Environment Scale was used to assess dimensions of family social climate. Content analysis of interview data preceded the coding of all data for quantitative analysis. It was found that internalizing and externalizing behaviors correlated negatively with social status, whereas social competence correlated positively with social status. Both internalizing and externalizing behaviors were related negatively to family cohesion, and lower internalizing scores were related to intellectual/cultural orientation, active/recreational orientation, and moral/religious emphasis. Implications of the results were pointed out for nurses who work with children and families in situations of long term illness and death. (RH)

ED 248 015

Lambert, J. Hamilton
School-Age Child Care: It Works!

Pub Date—Apr 84

Note—10p.; Paper presented at the Fairfax County Office for Children Conference (Vienna, VA, April 12-13, 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Boards of Education, Contracts, County Programs, Demography, *Local Government, *Program Effectiveness, *School Age Day Care

Identifiers—Virginia (Fairfax County)

Serving about 1,300 youths and including three time options and approximately 40 programs, school-age child care works in Fairfax County, Virginia. A contract between the county government and the school board clearly states each party's roles and responsibilities. The county assumes responsibility for all administrative and staffing functions, while the schools provide space and furnishings. Reasons for the success of the program also include (1) harmony between the county government and the school board; (2) parent participation; (3) provision of varied activities for children; (4) achievement of maximum benefits at minimum costs; (5) reduction of potential vandalism and related problems; (6) reduction of child neglect; (7) provision of resources for handicapped youth; and (8) popularity of the program with prospective employers, employees, and home buyers. In short, the program contributes significantly to the quality of life in Fairfax County. Demographic trends indicate that the county has a large number of single-parent families and will continue to exceed neighboring jurisdictions in the number of families with two or more members in the work force. As Fairfax County grows as an employment center, the need for child care programs will continue to grow. (RH)

ED 248 016

Ranzoni, Patricia Smith
Sexual Abuse of Children: A Training Model for Child Development Specialists/Workers.

Pub Date—84

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Abuse, *Child Development Specialists, Child Neglect, *Course Content, *Educational Responsibility, Graduate Study, Models, *Professional Training, *Sexual Abuse, Undergraduate Study

Research indicates that sexual abuse of children is widespread and underreported. Since child development workers are among children's first contacts, the emotional and physical well-being of the young children in their care depends to a large degree on workers' awareness of characteristics of sexually abused children and abusive parents. In turn, that awareness largely depends on the training that workers have received. Because of both therapeutic and legal issues, specialized training is necessary for the child development worker to intervene effectively; this training should address techniques related to identification, disclosure, documentation, reporting, testifying, and case resolution. Such training should include college coursework at the undergraduate and graduate levels in standard elementary education, counselor education, special education, early childhood education, child and family development, and young-child mental health programs. Coursework could consist of three modules addressing physical abuse, psychological abuse and neglect, and sexual abuse. Such a course should be a requirement for satisfactory completion of any child development training program. (Appended are "The Declaration of Interdependence for American Children" and the National Education Association's Resolution B-24 concerning child abuse.) (RH)

ED 248 017

Dewry, Debra L. Clark, M. L.
Similarity and Reciprocity Effects on Friendship

Preferences of Elementary School Children.

Pub Date—Apr 84

Note—22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

PS 014 498

Descriptors—*Age Differences, Elementary Education, *Elementary School Students, *Friendship, Grade 3, Grade 6, Interpersonal Attraction, *Peer Relationship, Self Concept

This study investigated the effect of similarity and reciprocity on dyadic friendship choices. Subjects were 34 third graders and 30 sixth graders. Reciprocal (mutual) and nonreciprocal (nonmutual) friendships were identified through use of the roster sociometric technique, whereby children choose their three best friends from an alphabetized list of classmates' names. Additionally, popularity and attractiveness scores were obtained, self-concept was measured, and data were obtained on peer interaction and family background variables. It was hypothesized that (1) children in reciprocal dyads would be more similar in verbal intelligence, total self-concept, overall popularity, physical attractiveness, and age than those in nonreciprocal relationships; (2) there would be a higher number of same-sex and same-race friendships in the reciprocal than in the nonreciprocal group; and (3) sixth graders would have more same-sex reciprocal friendships than would third graders. Results revealed that reciprocal friends were more similar in proximity, popularity, attractiveness, and self-concept than were nonreciprocal friends. Sixth-grade dyads were more similar in self-concept and popularity than third-grade dyads. In contrast with cross-sex and cross-race relationships, more same-sex and same-race relationships were found at both grade levels. Results were discussed in terms of social exchange and interpersonal attraction theories. (Author/RH)

ED 248 018

Spodek, Bernard Rucinski, Elizabeth Anne
A Study of Early Childhood Teacher Beliefs:

Primary Teachers.

Pub Date—Apr 84

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beliefs, *Classification, Early Childhood Education, Grade 1, Primary Education, *Teacher Attitudes, *Teacher Role, *Values

Identifiers—*Constructs, *Knowledge

By asking three first-grade teachers to respond to actions taking place in their classrooms, researchers made an attempt to identify the beliefs or constructs that underlie teacher decisions. The following research questions were addressed: Is there a system of professional constructs that can be identified in early childhood teachers' and, To what role dimensions of teaching are these constructs related? To answer these questions, teachers were observed in their classrooms, and observed teacher decisions became the basis for interviews. Statements of beliefs abstracted from interview transcripts were edited and presented for teachers' confirmation, disconfirmation, or modification. Resulting statements were organized into 10 content areas, and statements of belief about values were separated from beliefs about fact. Categories were (1) goals for children's behavior, (2) children's needs, (3) classroom management, (4) planning and organization, (5) materials, (6) learning, (7) instructional processes, (8) academics, (9) evaluation and assessment, and (10) home and parents. Results indicated that, while teachers differed in the number of statements generated, a consistent ratio (60:40) existed between beliefs about facts and beliefs about values underlying their decisions. Sixty-seven (19 percent) of the beliefs were held in common by all three teachers, while an additional 91 (26 percent) were held in common by two of the three. Beliefs not held in common reflected individual values concerning children, teachers, or management and instruction. (Author/RH)

ED 248 019

Price, Susan E.
Verbal and Nonverbal Components of a Two Year Old's Social Interaction with Multiaged Partners.

Pub Date—27 Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)—Speeches/

PS 014 503

PS 014 500

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Case Studies, Communication (Thought Transfer), Communication Research, *Infant Behavior, *Infants, *Nonverbal Communication, Participant Observation, Siblings, *Verbal Communication, Videotape Recordings, *Young Children

Identifiers—Social Interaction

The primary purpose of this study was to describe the linguistic behavior exhibited by a female subject (age 2 years, 4 months) during naturally occurring social interaction with children of different ages. Verbal and nonverbal behavior were studied; of additional interest were variables influencing the emergence of linguistic behavior. Data were gathered through a case-study approach involving participant observation. Interactions observed were limited to those occurring with members of the subject's social network. Videotape equipment was employed to record interactions in a variety of settings. The data analysis, using elements of the ethnographic research cycle described by Spradley (1980), generated results in the form of hypotheses. These hypotheses suggested that the subject displayed communicative competence characterized by a wide range of verbal and nonverbal behaviors and situationally specific adaptations to the immediate context of the social interaction. Nonverbal components were found to variously substitute for, complement, and support verbal behaviors. It additionally appeared that proximity to older children resulted in maximal amounts of communicative behavior. (Author/RH)

ED 248 020

PS 014 504

Kilbourne, Brock K. Ginsburg, Gerald P.

Vocalization Latencies in the Infant-Mother Pair.

Pub Date—Apr 83

Note—17p; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, CA, April 27-30, 1983).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Infant Behavior, *Infants, *Mothers, Parent Influence, *Reaction Time, *Verbal Stimuli, Videotape Recordings

Identifiers—Alternation (Speech), Coaction (Speech), *Developmental Patterns, Dyadic Interaction Analysis, *Vocalization Latency

Research has demonstrated the occurrence of two structurally distinct modes of vocalization in the infant/mother pair-coaction and alternation—that change developmentally over the first year of the infant's life. The present study investigated the vocalization latencies of three infant/mother pairs at three stages of infant development: at 10 days of age, just prior to the predominance of alternation, and during the emergence of alternation predominance. Data collection consisted of videotaping in families' homes or in a university laboratory. Coaction was operationalized as the occurrence of overlapping infant/mother vocalizations; alternation was operationalized as infant vocalization(s) occurring between the offset of the mother's initial vocalization and the onset of her next. At all three time periods, mothers exhibited shorter vocalization latencies than their infants, and some infant/mother dyads responded faster to each other than did others. Although mothers' vocalization latencies were only slightly correlated at the three time periods, infants' vocalization latencies were moderately correlated just prior to and during the predominance of alternation. These findings suggest that mothers develop generalized temporal expectancies in relation to their infants' development of stable vocalization latencies and that these expectancies may in turn facilitate the development of alternation predominance in the infant/mother pair. (Author/RH)

ED 248 021

PS 014 505

Barfield, Evelyn-Donate Pasmann, Richard H.

Working with Children While Minimizing Parents' Unwarranted Interventions: Fathers' and Mothers' Responsiveness to Their Infant's Distress.

Pub Date—May 84

Note—10p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, *Fathers, *Infants, *Mothers, *Parent Attitudes, *Separation Anxi-

ety, *Sex Differences, Social Experience

Identifiers—*First Born, Parent Behavior, Parent

Child Separation, Parent Responsiveness

Parents' reactions to brief separations from their infant children were investigated in this study. Participants included a total of 16 female and 16 male 10-month-old infants, together with their mothers and fathers. From the pool of 64 parents, one parent in each family was randomly chosen to serve as subject. The selection of subjects was made so that equal numbers of parents with first- and later-born infants and equal numbers of mothers and fathers participated. The selected parents were unaware that they had been chosen as subjects. After parents and children were separated, subjects heard cries attributable to their children and were told they could return at any time to the playroom to investigate. Time from the onset of recorded cries until the subject opened the playroom door was recorded as a primary measure of parental responsiveness or wariness. When the parent returned to the child, or after 10 minutes had elapsed, the experiment ended. The credibility of the procedure was then checked, and a questionnaire was administered. It was found that first-borns received quicker and more frequent attention from their parents than did later-born infants and that more mothers than fathers retrieved their infants. Sensitivity to infant distress was related to parents' experiences in caregiving. (Author/RH)

ED 248 022

PS 014 506

Petri, Ann E.

Elementary Education in the People's Republic of China.

Pub Date—Apr 84

Note—12p; Paper presented at the Meeting of the Council for Exceptional Children (62nd, Washington, DC, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Organization, Chinese, Contraception, Day Care, *Early Childhood Education, Educational History, Educational Principles, Elementary Education, *Elementary School Curriculum, Elementary Secondary Education, History, Language Role, Official Languages, Reading Instruction, School Organization, Special Education, *Teaching Methods, Writing Instruction

Identifiers—*China

Provided in this report are (1) a discussion of the effects of historical events and linguistic complexities on elementary education in the People's Republic of China and (2) information on the Chinese educational system from early childhood education through the middle school (the equivalent of junior and senior high schools in the United States). A brief introduction gives an overview of China's history from 1949 to the present. The development of Mandarin as the national language and specific techniques used to teach reading and writing are also discussed. Statistics are given on the percentage of children in day care and on the success of the "one-child-per-family" policy. The goals and curricula of day care centers, nursery schools, and kindergartens are also briefly described. While most of the report is devoted to the primary schools (including discussion of structure, schedules, architecture, philosophy, curriculum, teaching methods, examination schedule, failure rate, and organization of schools and classrooms), some information is also given on special education and middle schools. The report concludes with a summary of the progress made in education in China over the last 35 years. (Author/CB)

ED 248 023

PS 014 507

Bullock, Merry Russell, James A.

The Emotion Concepts of Young Children.

Spons Agency—Social Sciences and Humanities

Research Council of Canada, Ottawa (Ontario).

Pub Date—Apr 84

Grant—410-83-0054

Note—17p; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 5-7, 1984).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *Concept Formation, Developmental Stages, *Emotional Response, Foreign Countries, *Identification, Interpretive Skills, *Preschool Children, Semantics

Identifiers—British Columbia (Vancouver)

This report discusses three studies of 2- to 5-year-old children's interpretations of facial expressions in terms of (1) the structure of the emotional domain and (2) prototypic example, overlap, and range of emotion categories. In the first study, 78 children were asked to make similarity judgments about 10 photographed facial expressions by sorting the photographs into two, three, and five piles. Results suggested that children as young as 2 years structure the emotional domain in roughly the same way as older children and adults and that they may perceive emotion in terms of pleasure and arousal. In the second study, 60 pre-schoolers at each of four age levels and a comparison group of 60 adults were asked to tell which of two facial expressions corresponded to an emotion label. In general, children's choices indicated that their categories of emotion are broader than adults', although children and adults usually shared the same prototype. In the last study, 48 children and 20 adults were asked to tell whether or not each of the 10 facial expressions corresponded to an emotion label. Results indicated that, for each emotion word, several faces apply; in addition, each face was seen as an example of several emotions. In both cases, the range narrowed with age. It was concluded that it is more useful to describe carefully children's behavior in interpreting facial expressions than to assess children's responses against an adult norm. (Author/CB)

ED 248 024

PS 014 509

Ohr, Phyllis S. Fagen, Jeffrey W.

The Effect of Crying on Long-Term Memory in Young Infants.

Pub Date—Apr 84

Note—17p; Paper presented at the Annual Meeting of the Eastern Psychological Association (55th, Baltimore, MD, April 12-15, 1984).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Cues, Emotional Response, *Infant Behavior, Infants, *Long Term Memory, Operant Conditioning, *Reinforcement, Retention (Psychology)

Identifiers—*Crying, *Retrieval (Memory)

The influence of negative affect on the retrieval of information from memory during infancy was investigated in two studies through the use of an operant conditioning paradigm. The procedure used, known as "mobile conjugate reinforcement," involves a free operant task in which an infant is reinforced for footkicking by the movement of an overhead crib mobile. This procedure produces rapid learning in 2- to 4-month-old infants: the infant learns the footkick response in a distinctive setting in which details of the crib, stands, mobile, and even ribbon serve as possible contextual cues for the production of the conditioned response when the infant is returned to that specific context at a later time. Results of the first experiment indicated that infants' crying in reaction to a change in the number of mobile objects displayed (i.e., reward shift) had a deleterious effect on their memory for a learning task, thus providing some of the first direct evidence that negative affect influences infants' memorial capabilities. The second experiment was conducted to investigate two possible explanations for the findings: state-dependent retention and memory loss. Results refuted the state-dependent hypothesis. Generally, results provided evidence that negative affect associated with an event produces rapid forgetting of that event, but that this forgetting is not a permanent loss of information. Such forgetting may best be viewed as the result of retrieval failure. (RH)

ED 248 025

PS 014 510

Blum, Marian

Contemporary Day Care: Does It Meet Either Educational or Family Needs?

Pub Date—Apr 84

Note—19p; Paper presented at the Meeting of the New England Association for the Education of Young Children (Manchester, NH, April 27-28, 1984).

Pub Type—Opinion Papers (120)—Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childhood Needs, *Day Care, Day Care Centers, Early Childhood Education, *Educational Environment, *Employed Parents, *Personnel Needs

Identifiers—*Full Day Programs

Center-based day care, at its current level of funding, is meeting neither adult nor child needs. Parents, especially working mothers, need child care

that is reliable, flexible, professional, and affordable, but day care is rarely flexible, has few accommodations for emergencies, and is often not satisfactory for the maximum development of children. In addition, parents may pay as much as 20 percent of their income for such services. Day care teachers need jobs with adequate salaries, decent hours, vacations and fringe benefits, pleasant and healthy working conditions, career ladders, and respect from their clients and from society in general. They get almost none of these things. Children have many personal, interpersonal, and educational-developmental needs. Few day care centers, minimally funded as they presently are, can meet children's needs. Problems, especially health problems and the problem of dehumanization, are most severe among younger children attending centers with the longest hours of operation. Although psychological studies indicate few negative effects of day care on participating children, methodological problems cast doubt on such findings. To alleviate some of the problems of day care, parents must stop the pattern of exploiting day care workers, and in addition, society must acknowledge the importance of child care and encourage men as well as women to raise the next generation. (RH)

ED 248 026

PS 014 511

Fosburg, Linda B. And Others
The Effects of Head Start Health Services: Report of the Head Start Health Evaluation. Volume I and II.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.—AAI-84-13; HHS-105-77-1042

Pub Date—15 Mar 84

Note—1,406p.; For the executive summary, see PS 014 512.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC57 Plus Postage.

Descriptors—Child Development, Comparative Analysis, *Health Needs, *Health Programs, Health Services, *Low Income Groups, *Medical Evaluation, Nutrition, Pediatrics, Physical Characteristics, *Preschool Children, Preschool Education, Pretests Posttests, Program Descriptions, Program Effectiveness, Program Evaluation, Research Design, Research Methodology, Rural Urban Differences, Statistics

Identifiers—Mandatory Programs, *Project Head Start

In 1977, a longitudinal study was initiated to assess the effectiveness of health services provided by Head Start. The study provided for 10 domains: pediatric health examinations, health history recordings, dental evaluation, anthropometric assessment, diet and nutrition assessment, and hematology evaluations, as well as for developmental, speech, vision, and hearing evaluations. This report in two volumes presents evaluation findings and technical information related to the study. Volume I, chapter one provides an executive summary including a description of the evaluation project highlights of findings for major evaluation questions, and a detailed summary of findings for each of 10 health services mandated by Head Start performance standards. Chapter two continues with additional detailed descriptions of the Head Start health services. Remaining chapters discuss findings in each of the 10 health domains. Specifically, chapters three through eleven begin with definitions of the health measures and provide background information on their use in collecting data on preschool children. Subsequent sections describe approaches taken in the analysis of the health data, and the final sections present evaluation findings. The appendix to Volume I includes a description of the evaluation methodology and a reference guide to the report and its findings. Volume II contains (1) general appendices listing Head Start performance standards and giving information for interpreting tables of regression results and (2) technical appendices focusing on implementation of the evaluation design; statistics and methodology; description of the Head Start programs, sites, and samples of children; and other relevant materials. (RH)

ED 248 027

PS 014 512

Fosburg, Linda B. And Others
The Effects of Head Start Health Services: Executive Summary of the Head Start Health Evaluation.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.—AAI-84-13; HHS-105-77-1042

Pub Date—15 Mar 84

Note—80p.; For the main report, see PS 014 511.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Child Development, Comparative Analysis, *Health Needs, *Health Programs, Health Services, Indexes, *Low Income Groups, *Medical Evaluation, Nutrition, Pediatrics, Physical Characteristics, *Preschool Children, Preschool Education, Pretests Posttests, Program Descriptions, Program Effectiveness, Program Evaluation, Research Design, Research Methodology, Rural Urban Differences, Statistics

Identifiers—Mandatory Programs, *Project Head Start

This report summarizes findings of an evaluation of Head Start health services. Chapter one presents an overview of the background of the evaluation project. Chapter two highlights findings for the major evaluation questions. These questions focus specifically on children's health status prior to entry into Head Start, health services subsequently received, comparison of health services received by Head Start and non-Head Start children, and impact of services on the health status of children. Chapter three presents a detailed summary of findings for each of 10 health services mandated by Head Start performance standards. Mandated services include pediatric health, health history, and dental, anthropometric, nutrition, biochemical, developmental, speech and language, vision, and hearing evaluations. Appendixes are discussions of aspects of the evaluation methodology (including evaluation design, site selection, samples of children, health measures, and analytical methodology); a cross reference between findings presented in the executive summary and the main report; and a list of major contributors to the success of the 6-year evaluation. (RH)

ED 248 028

PS 014 514

Blank, Helen
Child Care in the Year 2000.

Pub Date—14 Jun 84

Note—9p.; Paper presented at the Fatherhood Forum, Chicago, IL, June 16, 1984.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Day Care, Demography, Early Childhood Education, *Family Problems, *Financial Support, *Futures (of Society), Older Adults, *Social Change, *Social Problems

This paper envisions child care problems in the year 2000 and explores their relationship to policies of today. The population entering parenting age in the year 2000 will bear the scars of the inadequate child care policies of the 1980's. New poor and black parents—many of them born to adolescent mothers in the early 1980's—will have been affected by the lack of supportive child care policies, and particularly by results of the 1981 budget cuts. Many of these poor parents, as children, will have had extremely different preschool experiences as compared to the 53 percent of children from middle- and upper-income families who were enrolled in preschool in 1984. Many new parents will have grown up in single parent families headed by their mothers. Their mothers were among those least likely to be beneficiaries of private sector child provisions. By 2000 there will be a 15.6 percent increase in the number of children under 6 years of age, increasing numbers of whom will live in poverty. Certainly, by the year 2000 the use of informal child care arrangements should decline. The decrease in family size will result in families which can better afford formal care in homes or centers. But, increasing numbers of dependent elderly adults will be competing with young children for resources. Issues involving the future of child care services are difficult and will require complex negotiating and painful trade-offs. But the picture is not entirely bleak. Now is a time of tremendous potential for building a child care system that will ensure a positive early education experience for all children. (RH)

ED 248 029

PS 014 515

Feshbach, Seymour
Fantasy and Children.

Pub Date—Aug 83

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (91st), Anaheim, CA, August 26-30, 1983.

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, *Catharsis, *Children, *Fantasy, Films, *Individual Development, Mass Media Effects, *Television Viewing, Violence

Because fantasy has a special role in the lives of children, the meaning and consequences of fantasy experiences in children's lives are central psychological questions. Although the scientific study of fantasy is in its infancy, it does seem to be the case that children with rich fantasy lives have better self-control and are less likely to be impulsive and overly active than children with impoverished fantasy lives. Cathartic effects of viewing violent dramatic themes in television and films are not likely to occur; in fact, aggressive behavior may be stimulated by exposure to vicarious violence. In this area of psychological research, the challenge to the scientist is to determine combinations of factors that lead to an increase in aggression, conditions that mitigate or eliminate the impact of television violence, and conditions that facilitate a cathartic effect. In this regard, a critical factor is the extent to which a television drama is perceived either as a real event or as a form of make-believe or fantasy. Data indicate that violence on television perceived as fantasy strongly reduces aggression-stimulating effects and may even result in catharsis. Research results also indicate that children who watch a great deal of television are children whose internal fantasies are disturbing. In contrast, children whose fantasies are pleasant and who enjoy engaging in fantasy are children who read. (RH)

ED 248 030

PS 014 517

Leicht, David J. And Others
Prediction of Childhood Behavior Problems over a Four-Year Period.

Pub Date—May 84

Note—20p.; Filmed from best available copy. Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, IL, May 3-5, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Elementary School Students, Family Problems, Grade 1, Grade 2, Grade 3, Grade 4, *Hyperactivity, Intelligence Quotient, Marital Status, Path Analysis, *Personality Problems, *Prediction, Predictive Validity, Sex Differences, Socioeconomic Status, *Student Behavior

Identifiers—Bender Gestalt Test, *Distraction, Slosson Intelligence Test

Path analysis was used to discover predictors of personality, school conduct, and distractibility-hyperactivity problems in this 4-year longitudinal study of 173 rural children. While previous studies had shown that children's behavior disorders are related to sex of child, family disruption, IQ, Bender-Gestalt Test scores, and socioeconomic status, this investigation attempted to assess the extent to which these variables conjointly predict behavior problems over time. At the first-grade level, Slosson IQ, Bender Gestalt Test scores, and occupation of the chief wage earner in the family were established for each child. From second through fourth grades, information on parental marital status was also obtained. In all four grades, teachers rated each child on a 20-item behavior problem checklist. Results indicated that a combination of Slosson IQ, Bender Gestalt Test performance, sex of child, and prior behavior problems was the best predictor of subsequent problems. Personality problems were best predicted by IQ, Bender performance, and prior personality problem scores. In addition to the above variables, sex of child was important in the prediction of conduct and distractibility-hyperactivity problems. Patterns of effects differentiated personality problems from conduct and distractibility-hyperactivity problems, but did not differentiate between conduct and distractibility-hyperactivity problems. This finding indicated that the latter two variables may belong to a more global syndrome of conduct-related disorders. (CB)

ED 248 031

PS 014 518

Radin, Norma Goldsmith, Rena
Predictors of Father Involvement in Childcare.

Pub Date—Apr 83

Note—37p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Child Rearing, Chronological Age, Comparative Analysis, Family Structure, *Fathers, Followup Studies, *Middle Class Parents, Mothers, Occupations, Parent Child Relationship, *Parent Role, *Predictor Variables, Preschool Children, Sex Differences, Sex Role, Socialization, Socioeconomic Status, *Whites

Identifiers—Nurturance, *Primary Caregivers

A study was made to assess whether middle-class men who were primary caregivers for their preschool-age children continued as such when their children were of school age. The attempt was made to predict level of paternal involvement 4 years later; also explored were the stability and predictors of father involvement over a 4-year period when the men initially had no major childrearing role. The sample consisted of 59 middle class, primarily white, intact families with preschoolers of age 3 to 5 in 1977. Results indicated that a number of factors influenced the father's role in the socialization process, but that these factors differed in importance in the context of different family structures. Specifically, influential factors included the father's efforts to compensate for or model his own father's role in child care, the nature of father interactions with the child, the sex of the child, and the father's education and occupation. Also influential, but to a lesser extent, were the mother's education and sex-role orientation, and the father's age. It appeared that high father involvement was a stable and enduring pattern: upon assessment when their children were 7 to 9 years of age, men who took a major role in child care early on were not found to have retreated into a traditional, uninvolved paternal role. (RH)

ED 248 032

PS 014 520

Working Parents Project. Annual Report.
Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—30 Dec 83

Contract—400-83-0007

Note—172p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Anglo Americans, Blacks, Conferences, Divorce, *Educational Experience, Elementary Education, Elementary School Students, *Ethnic Groups, Information Dissemination, Interviews, Mexican Americans, *Mothers, Networks, *One Parent Family, *Parent Participation, Policy, Questionnaires, Social Support Groups, Work Environment

The major part of this report describes the method and findings of a study of work and family life in a sample of 30 Anglo-, Black-, and Mexican-American single-parent (divorced) families. A qualitative approach based on two semistructured interviews with each family was used to explore the effects of workplace policies and social support networks on the ability of single divorced mothers to become involved in the education of their elementary-age children. The families were recruited through their workplaces: the local phone company and several large banks. All the women worked in traditionally female, clerical, white-collar jobs that did not require more than a high school education. Findings concerned the following: mothers' involvement in the education of their children; divorced mothers' social support networks; mother-child relationships in single-parent families; and post-divorce family relationships. Additional goals of the Working Parents Project included networking and dissemination activities, which culminated in a regional mini-conference called "Strengthening Supports for Dual-earner and Single-parent Families." This conference gathered researchers, service providers, and advocates from a six-state region. The report includes a description of the conference proceedings and a summary of evaluation data collected from conference participants. Appended are interview schedules, coding categories, and other related materials. (Author/RH)

ED 248 033

PS 014 522

Grubb, Henry Jefferson

A Developmental Perspective on Intelligence.

Pub Date—[82]

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biological Influences, *Cognitive

Processes, *Environmental Influences, *Family Environment, *Individual Development, *Intelligence, Learning Theories, Models

Identifiers—Human Information Processing, Piagetian Stages

One important source of biological determinants to intellectual behavior is the immediate family of origin. When family history is taken into consideration, it is necessary to examine the environmental aspects of intellectual development in conjunction with the biological. Herein lies the usefulness of a transactional model of development over main-effect and interactional models. A transactional view sees the two processes as a compound—each substance entering a relationship with the other such that both are transformed into a new entity. In the family, transactions arise that are centered around the interface of the biological and environmental spheres and give rise to a dynamic interplay of interpersonal relationships which foster the propagation of a vicious cycle, maintaining the original biological and environmental variables intergenerationally. Some factors that affect human intelligence can presently be listed: sex, socioeconomic status, region of residence, the urban-rural dichotomy, malnourishment, infection, disease, and certain handicaps; it is held that all such variables ultimately will be determined to be environmental. Listing environmental influences does not, however, lead to an understanding of how intelligence develops. A transactional model of intellectual development can be formed by combining Piagetian, learning, and information-processing theories. The transactional model would include developmental stage concepts, mechanisms of information acquisition, processes by which stages are accomplished, and meta-learning processes, the last of these being particularly important for understanding intelligence. (RH)

ED 248 034

PS 014 527

Healthy Mothers, Healthy Babies: A Collection of

Prenatal and Infant Care Publications and Films

Produced by the Public Health Service.

Public Health Service (DHHS), Rockville, Md.

Report No.—DHHS-PHS-81-50, 175

Pub Date—Sep 83

Note—31p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Rearing, *Family Health, Films, Health Personnel, *Infants, *Mothers, Parents, *Pregnancy, *Resource Materials

Items in this bibliography of resources for expectant parents, parents, and health professionals are listed alphabetically and by title. The first section lists publications intended for general audiences, the second section lists publications for health professionals, and the third section lists audiovisual materials. Single copies of many of the publications may be obtained free of charge from the issuing agency. Ordering information and prices, where applicable, are noted. (RH)

ED 248 035

PS 014 528

Goehl, Karen Curtice Leffers, Pam

Home Visit Programs for Families: An Overview for Professionals Working with Young Handicapped Children.

Pub Date—[79]

Note—15p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, High Risk Persons, *Home Programs, *Infants, Intervention, Parent Education, *Parents, *Program Content, Program Design, *Program Implementation, Staff Role, Toddlers

Identifiers—Program PREPARE

Home programs for young handicapped children have the potential for enhancing the partnership between home and school. In an effective home program the parent is viewed as the person most qualified to facilitate the child's development. This paper focuses on the philosophy of home programming and details some useful strategies which can be used by individuals working with families. Specifically discussed are (1) Program PREPARE, an early intervention program with home and classroom components serving developmentally delayed or "at risk" children from birth to 3 years of age; (2) a rationale for home programs; (3) factors involved in implementing an effective program; (4) techniques

used in parent training; and (5) roles of the home visitors. Special emphasis is placed on sensitivity to parents' needs and elements to consider in designing a program which reflects those needs. (Author/RH)

ED 248 036

PS 014 530

Anderson, Eleanor

Increasing School Effectiveness: The Full-Day Kindergarten.

Pub Date—May 83

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Action Research, *Classroom Environment, Comparative Analysis, *Fatigue (Biology), *Kindergarten, Parent Attitudes, Primary Education, *Program Effectiveness, Student Attitudes, Teacher Attitudes, *Time Factors (Learning)

Identifiers—California (Huntington Beach), *Full Day Programs

During the 1982-83 school year, the Huntington Beach City School District in southern California offered an experimental full-day instructional program for 60 kindergarten students. Instructional time in two experimental full-day classrooms was increased from 180 to 270 minutes. This study examines the processes and outcomes of the full-day programs and contrasts them with those of traditional classrooms at two other district schools. Program dimensions studied included acquisition of skills and knowledge in reading, mathematics, and social and environmental science; allocated and engaged learning time; incidence of fatigue; classroom organizational patterns; teacher expectations; and attitudes of students, parents, and teachers toward the program. Findings provided evidence that the extended-day program gives 5-year-olds a measurable advantage in acquisition of skills and knowledge; enhances self-confidence, independence, and cooperation; and illustrates to the community the district administration's intention to strengthen the elementary school curriculum. In addition, it was suggested that the full-day program potentially can increase enrollment by encouraging the return to district schools of children enrolled in private full-day kindergartens, thus accommodating the needs of working mothers. (RH)

ED 248 037

PS 014 533

Maternal and Child Health Block Grant: Program

Changes Emerging under State Administration.

Report to the Congress of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.—GAO/HRD-84-35

Pub Date—7 May 84

Note—133p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies of individual reports are free of charge; additional copies, \$3.25 each).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adolescents, *Block Grants, Children, Community Involvement, Disabilities, Expenditures, *Health Services, Lead Poisoning, *Mothers, National Surveys, Pregnancy, *Program Implementation, *State Programs, Identifiers—Hemophilia, Program Modification, State Responsibility, Sudden Infant Death Syndrome

This report addresses implementation of the maternal and child health (MCH) services block grant. Information concerning implementation was gathered from 13 states. At least one state was selected in every standard federal region, and, in total, the 13 states accounted for approximately 45 percent of all block grant funds and an equivalent portion of the nation's population. In addition, these states accounted for about 40 percent of MCH block grant funds. At the federal level, information concerning MCH fund allocations for fiscal years 1981, 1982, and 1983 and certain program information was obtained. At state and local levels, a wide variety of data collection instruments and approaches was used to obtain information from individuals or organizations responsible for or having an interest in a single block grant or multiple block grants. Fieldwork was carried out primarily between January and August of 1983. Chapters of the report focus on the following: funding patterns emerging under the

MCH block grant and the ways they differed from patterns existing in prior categorical programs; changes made at the state and service-provider levels in the types of MCH services offered and the methods of delivery; state organization and management changes; and the involvement of citizens, state elected officials, and interest groups in processes leading to decisions on the use of block grant funds. Appendices describe data collection methodology, indicate expenditures for various health conditions, and disclose interest group responses to questions about block grant implementation for MCH programs. (RH)

ED 248 038 PS 014 535

Graef, Richard

Opening the Doors: A Manual for Reviewing Residential Facilities and Foster Care for Children.

Council for Community Services, Inc., Providence, RI.

Spons Agency—Department of Health and Human Services, Washington, D.C.

Pub Date—Jun 84

Grant—HHS-90-PD-86506

Note—81p.

Available from—Council for Community Services, 229 Waterman Street, Providence, RI 02906 (\$5.00).

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Child Abuse, Child Neglect, *Foster Care, Guidelines, *Institutional Evaluation, Interviews, Prevention, Program Descriptions, *Program Improvement, Questionnaires, Recruitment, *Residential Care, Staff Role, *Volunteer Training

Identifiers—*Institutional Child Abuse Neglect Prevention Proj., *Program Monitoring, *Program Review, Rhode Island, Screening Procedures

From October 1982 through May 1984, the Council for Community Services—a private, not-for-profit community planning council—carried out an Institutional Child Abuse and Neglect Prevention Project, in close cooperation with the state of Rhode Island's Office of the Child Advocate. The project approach relied heavily on monitoring teams of volunteer professionals from the community to review residential facilities for children. Project staff also reviewed foster homes. Both the residential and foster home review components of the project operated under the mandate of the Child Advocate's Office. This manual describes the project and provides guidelines for replicating the project elsewhere. The description includes sections on each stage of project development and descriptions of project outcomes, including some achievements not originally anticipated in the project design. The manual cites evidence of significant project success; namely, the implementation by residential facility directors and by the State Department for Children and Their Families of many of the project's recommendations. Replication guidelines are interwoven with the project description, and sample materials, such as training outlines and interview guides, are included in appendices. The manual emphasizes that the project can be replicated by either a publicly funded component of State or County government or a private not-for-profit agency such as a planning council or volunteer service bureau. (Author/RH)

ED 248 039 PS 014 536

Asrein, Bruce And Others

Our Children at Risk: The Crisis in Public Education. A Report on the Hearings Conducted by the Massachusetts Advocacy Center.

Massachusetts Advocacy Center, Boston.
Spons Agency—Carnegie Corp. of New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; New World Foundation, New York, N.Y.

Pub Date—84

Note—56p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Advocacy, Conflict, *Educational Change, *Educational Needs, *Educational Objectives, *Educational Principles, Educational Quality, Elementary Secondary Education, Equal Education, Futures (of Society), *Public Education

Identifiers—*Massachusetts

On October 19 and 20, 1983, citizens' hearings were held by the Massachusetts Advocacy Center to receive testimony from students, parents, educators, economists, researchers, and advocates con-

cerning a crisis in public education in the Commonwealth. Section I of this report presents an overview of the current debate concerning the reform of the public schools. Recommendations and findings of national reports advocating improvements in the schools are critiqued, and initiatives made in several states to implement change are briefly described. Subsequently, positions of advocates and citizens on 10 problematic issues facing educators in Massachusetts are delineated. These issues concern reversals of gains made by women, minorities, and others; basic skills; funding; discipline; the school-community relationship; expectations for student achievement; academic standards; education for employment; economically influenced family and student problems; and special programs for at-risk students. Section II presents an advocacy perspective on the past, present, and future of American education and education in Massachusetts. Section III lists 10 basic principles proposed for evaluating school reform in Massachusetts and suggests ways of applying these principles to other current proposals for school reform. Specifically addressed are several proposals contained in the December, 1983 report of the Massachusetts legislature's Joint Committee on Education. (RH)

ED 248 040 PS 014 537

Levant, Ronald F. Rabinovitz, Joseph

Parent Education for Fathers.

Pub Date—16 Jun 84

Note—16p.; Paper presented at the Greater Boston Fatherhood Forum (Boston, MA, June 16, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Course Organization, *Fathers, *Group Guidance, Parent Background, *Parent Child Relationship, *Parent Education, Role Playing

Identifiers—Boston University MA

The content and organization of an 8-week evening course for fathers, developed at Boston University, are discussed in this workshop report. Participants' characteristics that should be considered by the group leader are also discussed. The first half of the course focused on learning to listen and respond to one's child, whereas the second half concerned speaking for oneself and acceptance of the child. The format for each training session involved (1) presenting a communication skill by using a brief lecture, videotapes, and live examples; (2) practicing the skill in role-playing exercises; and (3) transferring the skill to interaction with one's child through homework assignments. Evaluation of the program showed that the course improved fathers' communication skills and changed their views of the ideal family. In addition, their children perceived changes in their relationships with their fathers. In directing the group, course leaders should consider such factors as fathers' motivation for enrolling in the course, previous experience in classrooms and role-playing situations, knowledge of child development theory, and home and family situations. Additional factors include the amount of support fathers receive from significant adults and the low energy level many may experience from coming to the class directly from work. (CB)

ED 248 041 PS 014 539

Leonard, Carolyn M.

Preliminary Report on the ECEC Longitudinal Study.

Portland Public Schools, OR. Evaluation Dept.

Pub Date—Apr 84

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Action Research, Comparative Analysis, *Early Childhood Education, Elementary Education, *Elementary School Students, Grade 3, Grade 4, Grade 5, *Kindergarten Children, Longitudinal Studies, *Preschool Children

Reported in this document are the results of a longitudinal study tracing the achievement of nearly 400 students enrolled in the Early Childhood Education Center (ECEC) program for prekindergarten and kindergarten children (from 1976-77 through 1978-79). Progress of these students and their contemporaries was measured by the Portland Public Schools' Achievement Levels Tests, which were administered in the fall and spring at the third-, fourth-, and fifth-grade levels. Analysis of achievement results was presented by grade level for three categorical groupings: total survey group, student

status (transfer or resident), and sex of student. Findings and conclusions were suggested, based on a comparison of standardized deviations and gains of the surveyed group and those of the total Portland Public School District. Generally, it was found that the gain made by ECEC students was close to the district average in reading and mathematics and slightly above the district average in language usage. (Author/RH)

ED 248 042 PS 014 542

Hilderbrand, John A. And Others

Evaluation of Early Entrance to Kindergarten [and] Handwriting and Reading Comprehension: Three Studies.

Florida Educational Research and Development Council, Inc., Sanibel.

Spons Agency—Florida State Dept. of Education, Tallahassee; Hillsborough County Public Schools, Tampa, FL.

Pub Date—83

Note—60p.

Available from—FERDC, P.O. Box 506, Sanibel, FL 33957 (\$3.00; 10% discount on orders of 5 or more copies).

Journal Cit—Florida Educational Research and Development Council Research Bulletin; v16 n4 Spr 1983

Pub Type—Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Costs, *Cursive Writing, *Early Admission, Elementary Education, Grade 1, Grade 6, Grade 7, Handwriting, Individual Testing, *Kindergarten, *Manuscript Writing (Handwriting), *Reading Comprehension, Reading Rate, School Entrance Age, *School Readiness, Student Adjustment

Identifiers—*Florida

The first part of this document presents the results of a survey of early entrance testing procedures in 25 Florida districts and details teacher ratings of 486 first-grade and 154 kindergarten students whose entrance test results had permitted them to enter kindergarten a year earlier than other students with birthdays between October and January. Results suggested that Florida's early entrance program be discontinued because of average performance by early entrants, district testing costs, and possible negative effects on the 90 percent of children who failed the exam. The second part of the document, edited by Carolyn V. Spillman, presents three studies in which reading rate and comprehension of fourth, fifth, sixth, and seventh graders were assessed for materials presented in cursive or manuscript style. Results of these three studies indicated that fourth and fifth graders comprehend materials presented in manuscript style better than those presented in cursive style; no significant differences were found in sixth and seventh graders' reading scores for the two styles of writing. However, there were indications that children with reading difficulties would probably achieve proficiency in reading cursive at a slower pace than children who read on or above grade level. Several recommendations are given for instructional practice for both elementary and middle school teachers. (CB)

ED 248 043 PS 014 544

Ross, Rhonda P.

Segment Patterns and Their Relation to Transitional Activities.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Apr 84

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Class Organization, *Classroom Techniques, Elementary Education, *Elementary School Teachers, Intermediate Grades, Primary Education, *School Schedules, *Student Teachers, Teaching Methods

Identifiers—*Activity Segment, *Transitional Activities

In order to discover how teachers structure the school day, this study examined the relationship between the sequencing, number, and duration of Gump's (1969) "activity segments" and the transitions between them. Detailed notes were written by an observer in 96 hours of observations of four primary and four intermediate classrooms. The observer focused on the teacher or student teacher

who was primarily involved in directing classroom operations. After the 32 classroom chronicles were collected, they were segmented according to Gump's procedures. Transitions between activities were coded depending on the number of old segments that were terminating (or continuing) and the number of new segments that were beginning at the start of a transition. Results indicated that only 19 of the 42 potential transition structures were used. While three transition structures were very common, there was considerable variation among teachers in the number of transition types used. This variation was related to whether a teacher or student teacher was directing activities and to the grade level of the students. (CB)

ED 248 044 PS 014 546

Moss, Vanessa D. Black, Harvey R.
Teacher as Learner in the Academic Nursery School.

Pub Date—Jun 84

Note—11p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Nursery Schools, *Preschool Curriculum, Preschool Education, *Teacher Role, *Teacher Student Relationship

Identifiers—*Academic Orientation, *Child Centered Education

Described in this document are elements of a child-directed curriculum as implemented in the context of an academic nursery school. The teacher's role in adult-child interactions is seen as one that involves (1) learning emotionally, intellectually, and contextually from children; (2) focusing on the child's immediate needs, thereby motivating learning; (3) participating in dialogues with children; (4) listening to the child in a directed manner to perceive what evokes his or her curiosity and emotional response; (5) probing into the imagining and inquiries of the child; (6) reassuring the child by showing personal warmth and caring and giving much positive emotional support; (7) quietly expecting from children high levels of involvement in learning without resorting to antagonistic coercion or provoking frustration or hurry; (8) expecting that any child can succeed brilliantly; (9) reducing competition between children by talking and listening to each child; and (10) using fortuitous events and surprises to further the individual child's learning. (RH)

ED 248 045 PS 014 547

Marzano, Robert J.

The Theoretical Framework for an Instructional Model of Higher Order Thinking Skills.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

Pub Date—Feb 84

Note—51p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Processes, Elementary Secondary Education, *Instructional Innovation, Teaching Methods

Identifiers—*Higher Order Learning, Instructional Models, Rationality, Theoretical Analysis, *Thinking Skills Program

Described in this paper is an instructional model for higher-order thinking skills that is mainly based on research and theory about the processing of information in linguistic form. The model itself, basically a framework within which teachers can interact with students about information, has 10 categories of thinking skills: recognition of concepts, relationships, and patterns; information reconstruction, evaluation, and extrapolation; problem solving; and knowledge of basic input-output processes, content-specific tasks, and self as learner. In addition to briefly describing other commonly used models of thinking skills and noting criteria for thinking-skills model development, the first section of the discussion characterizes each skill, identifies the theoretical base from which it was derived, and reports research supporting its instructional utility. The second section outlines general instructional implications of the thinking skills model. It is concluded that, in its present form, the model can be implemented at any grade level within any instructional framework because its focal point is the teacher and his or her interaction with students. A 9-page list of references concludes the document. (RH)

ED 248 046 PS 014 549

Geismar, Shirley And Others

Through the Safety Net: A Citizen's Report on

New Jersey Children and Families in Need.

Association for Children of New Jersey, Newark. Spous Agency—Children's Defense Fund, Washington, D.C.

Pub Date—83

Note—155p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Child Welfare, *Day Care, Early Childhood Education, *Economically Disadvantaged, Elementary Secondary Education, Financial Support, *Health Services, Juvenile Courts, Mental Health, *Program Budgeting, *Quality of Life, *Retrenchment, State Surveys

Identifiers—Aid to Families with Dependent Children, *New Jersey, Women Infants Children Supplemental Food Program

In 1982, volunteers in eight New Jersey counties gathered information from 993 respondents through questionnaire-guided interviews about recent local developments in programs traditionally funded and supported by federal legislation. Program areas receiving attention included Aid to Families with Dependent Children; child care; health; the Women, Infants and Children's Supplemental Food Program; mental health; child welfare; education; and juvenile justice. Chapters of this report are organized in terms of the eight substantive areas. Short introductions open each section, explaining programs, current funding, and recent developments in service provision. Findings, as reported by volunteers, are reported next. Finally, examples derived from interviews with program participants, which make up a large portion of the text, are used to illustrate major points. Three issues surfaced when findings were compiled: (1) Cuts in one program invariably meant that difficulties were experienced in others; (2) In many instances, it was impossible to identify single causal factors related to specific problems; and (3) Although prevention programs often provided effective, cost-efficient ways of addressing social problems, these were the programs most likely to be reduced or eliminated when funds were cut. Numerous related materials are appended. (RH)

ED 248 047 PS 014 552

Klass, Carol Speckmann

Values, Classroom Interaction, and Social Continuity: A Field Study of Day Care.

Pub Date—Apr 84

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Classroom Research, *Day Care, Early Childhood Education, Field Studies, *Individual Instruction, *Individualism, Models, *Preschool Children, *Socialization, Social Values, *Teacher Behavior

Identifiers—*Conceptual Analysis, Social Interaction

With a view towards finding out whether teachers' practices were consistent with core American values, a field study investigated the interactions of four day care teachers and the children in their charge. Six months of participant observation led to the conceptualization of four features of teachers' schooling action accounting for their relative emphasis on children's individual and social learning experiences: (1) teachers' arrangement of the environment, (2) teacher-child interaction patterns, (3) children's action that teachers allow and/or encourage, (4) and teachers' interactions with each other. Individual learning in social contexts corresponded to the four features of schooling action delineated above. Eight possible reasons for the teachers' schooling action were considered in order to better understand the meaning of the teachers' arrangement of environment and their interactions with children. These reasons included teachers' educational assumptions; pedagogical knowledge and skill; personal history; and personal, maintenance, and management needs. The environment at the center and the children's action were also important. Findings suggested that day care teachers' emphasis on children's individual learning experience perpetuates the traditional American value of individualism. (RH)

ED 248 048 PS 014 571

Faust, Ruth Ann Gottstein

Defining and Examining Areas of Criticism con-

cerning the Pedagogical Ideas of Maria Montessori with Emphasis on the Critics and their Criticism from 1910-1925.

Pub Date—84

Note—347p.; Master's Thesis, University of Michigan.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Classroom Environment, Early Childhood Education, Educational History, *Educational Practices, Educational Principles, *Educational Theories, *Teacher Role, Teaching Methods

Identifiers—Criticism, Montessori (Maria), *Montessori Method

In this study, criticism of the ideas of Maria Montessori made by educators from 1910 to 1925 are assessed and contrasted with other information about the Montessori approach. After an introductory description of the study's purpose and scope, chapter 1 offers information related to the life of Montessori and to her major ideas, and notes criticisms directed toward Montessori as a person and toward her method. Chapter 2 examines arguments and criticisms focused on the Montessori classroom environment and materials. Chapter 3 categorizes criticisms according to the following groupings: work/play, social development, freedom, sensorial materials, correction of errors, problem-solving opportunities, and creativity. This chapter additionally describes aspects of Montessori's theory and relates them to the criticisms given earlier. Chapter 4 explores the role of the teacher in the Montessori learning environment, and chapter 5 describes and responds to more recent criticisms of Montessori educational practices. Finally, chapter 6 describes a well-prepared, ideal Montessori environment, showing how Montessori's approaches and theories come together in a real classroom situation. Appended are a list of Montessori's early interpreters, summary statements of Montessori's basic principles and contributions as analyzed by others, and a list of children's sensitive periods in relationship to curriculum content areas. (RH)

ED 248 049 PS 014 572

Barnett, Mark A. Thompson, Shannon

The Role of Affective Perspective-Taking Ability and Empathic Disposition in the Child's Machiavellianism, Prosocial Behavior, and Motive for Helping.

Pub Date—May 84

Note—23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-5, 1984).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affective Behavior, Elementary Education, *Elementary School Students, *Empathy, Grade 4, Grade 5, *Motivation, *Perspective Taking, *Prosocial Behavior, Research Methodology, Sex Differences

Identifiers—Affective Perspective Taking, Helping Behavior, *Machiavellianism

This study examined the interactive role of empathic disposition and affective perspective-taking ability (APT) in children's machiavellianism, prosocial behavior, and motive for helping. Children demonstrating low empathy and high APT were expected to be highly machiavellian and to cite self-oriented reasons for helping more frequently than would their age-mates. Highly empathic children were predicted to be more helpful and to cite other-oriented reasons for their own helping behavior more frequently than would less empathic children. Finally, highly empathic children who demonstrated high APT were expected to be more helpful than peers when the need of the other was subtle and required inference. The 61 fourth graders and 56 fifth graders participating in the study were categorized into high and low empathy and APT groups based on their scores on the Bryant empathy scale and a modified version of APT measures developed by Rothenberg and by Silvern et al. Findings indicated that children in the low empathy/high APT group had significantly higher machiavellian scores than did children in the other empathy/APT groups. Highly empathic children were rated by their teachers as more helpful under certain circumstances; these children cited other-oriented reasons for their own helping behavior more frequently than did less empathic children. (Author/RH)

RC

ED 248 050 RC 014 621

Katimavik Participant Information Guide.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of

State, Ottawa (Ontario).

Pub Date—Jan 84

Note—27p; For related documents, see RC 014

621-634.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Experiential Learning, Foreign

Countries, Outdoor Education, Program Content,

*Program Descriptions, Volunteers, *Work Experience

Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada)

The guide provides prospective participants with an overview of Katimavik, a 9-month community volunteer service and learning program for 17- to 21-year-olds sponsored since 1977 by the Canadian Government. The guide describes the application process and computerized random selection procedures; work projects, which may range from building construction, cleaning, painting, or gardening to tasks in day care centers, schools, or churches; work project locations in three to five regions, which encompass all of Canada; group life and leaders; and French language learning opportunities from the third of each group's members who are French-speaking and during the trimester spent in a French-speaking environment (the Francophone project). The guide also discusses housing, training, transportation, military options (an opportunity to spend 3 months on an army or navy base learning fundamental skills such as first aid, map reading, etc., as well as basic military skills, such as parade drill and rifle handling), clothing and equipment, allowances, medical expenses, insurance, leaves, and absences. The guide outlines the eight learning programs that evolve alongside and as part of the work projects to extend and expand them. These learning programs encompass work skills, second language learning, environmental awareness, billeting, socio-cultural explorations, nutrition and well-being, active leisure, and international awareness. (NEC)

ED 248 051 RC 014 622

Katimavik Policy & Procedures Manual =**Katimavik Manuel de politique et procédures.**

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of

State, Ottawa (Ontario).

Pub Date—83

Note—319p; For related documents, see RC 014

621-634.

Language—English; French

Pub Type—Multilingual/Bilingual Materials (171)

—Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Experiential Learning, Foreign

Countries, *Methods, Outdoor Education, *Policy,

*Program Administration, Program Guides,

Volunteers, *Work Experience Programs, *Youth

Programs

Identifiers—Canada, *Katimavik Program (Canada)

The bilingual manual for permanent employees and field staff details the regulations and guidelines that govern the activities of Katimavik, a volunteer service program in which Canadian youth, ages 17-21, spend nine months in groups of 12, participating in community work projects and special learning activities in the areas of work skills, second language, environmental awareness, billeting, socio-cultural explorations, nutrition and well-being, active leisure, and international awareness. The manual is organized into six numbered sections, each with sub-series containing similar or related topics. Section 1 covers matters of organizational policy regarding use of the name Katimavik, communications, project development and selection, project safety and hygiene, finances, and vehicles. Section 2 outlines policies concerning employee recruitment, selection, non-discrimination, salaries, working hours, vacations, insurance coverage, pension plans, training and development, moving and travel expenses, evaluation, and termination. Section 3 covers policies towards participants including eligibility and selection criteria, required personal effects, room and board, transportation, code of conduct, medical and insurance coverage, training,

and feedback. Sections 4, 5, and 6 detail specific operating procedures for implementing most of the policies for employees, participants, and the project that are addressed in Sections 1-3. (NEC)

ED 248 052 RC 014 623

Katimavik Field Staff Manual = Katimavik**Manuel du Personnel D'Encadrement. Revised****Edition.**

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of

State, Ottawa (Ontario).

Pub Date—Jan 82

Note—124p; For related documents, see RC 014

621-634.

Language—English; French

Pub Type—Guides - Non-Classroom (055) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Experiential Learning, Foreign

Countries, Group Activities, *Group Experience,

*Group Guidance, Guidelines, Leadership Training,

Objectives, Outdoor Education, Staff Development,

*Staff Role, Volunteers, *Work Experience

Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada)

Based upon accumulated field staff experience from years past, the bilingual manual is designed to be used on both a day-to-day basis as needs present themselves and for long-term planning by staff of Katimavik, a nine-month volunteer community service and learning program for 17 to 21-year-old Canadian youth. The manual is divided into three major sections. Section A, Basic Functions, relates to the daily concerns of group living, providing guidelines for shelter, transportation, community involvement, communication, budgeting, personal conduct, life skills, and first aid. Section B examines how objectives for each of the eight action-based learning programs (work skills, nutrition, second language learning, billeting, socio-cultural activities, environment and appropriate technology, active leisure, and international awareness) can be integrated in a practical way with rotational guidelines. Section C outlines specific "must do," "should do," and "could do" ideas and approaches for small group management to help participants receive and assimilate information, make decisions, set goals, plan and organize activities, monitor results, and evaluate outcomes. This section includes group development models, analysis checklists, feedback techniques, motivational activities, stress management strategies, and structured exercises for group problem solving. (NEC)

ED 248 053 RC 014 624

Crelinsten, Michael And Others**Katimavik Options.**

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of

State, Ottawa (Ontario).

Pub Date—Feb 83

Note—157p; For related documents, see RC 014

621-634.

Language—English; French

Pub Type—Reference Materials - Directories/Cat-

alogs (132) — Guides - Classroom - Learner (051)

— Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Career Choice, *Employment Op-

portunities, Experiential Learning, Foreign

Countries, *Job Skills, *Outcomes of Education,

Outdoor Education, Volunteers, *Work Experience

Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada)

Designed for students who are just about to complete Katimavik (a nine-month volunteer community service and experiential learning program for 17 to 21-year-old Canadian youth), the bilingual information guide presents facts and considerations about options in lifestyle, academic attainment, and career goals available as a result of Katimavik participation. Section one discusses the work skills acquired during the Katimavik experience. The next six sections of the book show how these skills can help students find job opportunities in areas related to the other learning programs: second language, environmental awareness, socio-cultural awareness, nutrition and well-being, active leisure, and international awareness. A final section offers suggestions to participants for optimizing their choices. (NEC)

ED 248 054 RC 014 625

Crelinsten, Michael, Ed.

Katimavik Participant's Manual, Book I, Introduction = Katimavik manuel du participant, cahier I, avant-propos. Revised Edition.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of

State, Ottawa (Ontario).

Pub Date—83

Note—22p; For related documents, see RC 014

621-634. Book II, not included here, is a diary (16

blank pages), for use by the participant.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Objectives, *Experiential

Learning, Foreign Countries, Guidelines,

*Learning Activities, *Program Content, Program

Descriptions, Volunteers, *Work Experience

Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada)

The introductory volume of the bilingual Katimavik program student manual summarizes the history and purpose of the Katimavik experience; outlines program objectives and learning program subject areas; explains how to use the individual learning activity student manuals, how to create individual and group development plans, and how to develop a Katimavik resume; and acknowledges individuals and organizations responsible for the manual. The nine-month volunteer program was organized by the Canadian government in 1978 to provide youths between the ages of 17 and 21 with an opportunity to serve society, to gain knowledge and an understanding of Canada, to develop environmental awareness, and to experience personal development. These four objectives are realized through eight interrelated action-based learning programs which focus on work skills, second language (French or English), environment and appropriate technology, billeting (a direct live-in relationship with a family for a 2 or 3 week period), socio-cultural activities, nutrition and well-being, active leisure, and international awareness. Students design individual and group development plans from the guidelines outlined in the student manuals for each of the eight learning programs and maintain running resumes throughout the program to identify learning activities and accomplishments for themselves and others. (NEC)

ED 248 055 RC 014 626

Crelinsten, Michael, Ed.**Katimavik Participant's Manual, Book III, Work****Skills = Katimavik manuel du participant, cahier****III, les techniques de travail.**

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of

State, Ottawa (Ontario).

Pub Date—83

Note—45p; For related documents, see RC 014

621-634.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Experiential Learning, Foreign

Countries, Guidelines, *Job Skills, *Learning

Activities, *On the Job Training, Outdoor Education,

Volunteers, *Work Attitudes, *Work

Experience Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada)

Part of the documentation for Katimavik, a

nine-month volunteer community service and learning

program for 17 to 21-year-old Canadians, the

bilingual student manual focuses on the work skills

portion of the learning program. The manual includes

learning program objectives, trimester guidelines

and a checklist for activity participation, optional

activities, a resume page on which to maintain a

record for future use of Katimavik activities, specific

work skill study topics, and practical work skill

guidelines. The manual outlines learning program

objectives: developing awareness and ability in a

variety of work skills through on-the-job training

and experience, developing an understanding of the

world of work in relation to possibilities and opportunities

after Katimavik, and understanding the work skills

and job-training elements of other learning

programs and the entire Katimavik experience. The

manual examines aspects of work skills including

creating work (irrespective of entrepreneurship),

appropriate and inappropriate work, generic

work skills, basic power of change, experience and

reflection, practice, learning from mistakes, persis-

tence, self-knowledge, and perspective. The manual also provides diagrammed instructions for ladder use and safety, interior residence maintenance, chain saw operation, wood stove installation, and basic repair of faucets, electric plugs, windows, wall-board, and plaster. (NEC)

ED 248 056

RC 014 627

Crelin, Michael, Ed.

Katimavik Participant's Manual, Book IV, Second Language Learning = Katimavik manuel du participant, cahier IV, l'apprentissage de la langue seconde. Revised.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—Aug 83

Note—75p.; For related documents, see RC 014 621-634.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Experiential Learning, Foreign Countries, *French, *Immersion Programs, *Learning Activities, *Second Language Learning, Volunteers, Work Experience Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada)

The second language (French or English) learning activity portion of Katimavik, a nine-month volunteer community service and experiential learning program for 17 to 21-year-old Canadians, provides an opportunity for living in a French language environment with other people who speak French, or, for participants whose native language is French, to learn English in an English-speaking environment. About one third of the members of each Katimavik group are French-speaking and one trimester out of three is spent in a francophone or anglophone environment. Language learning and mastery occurs through daily exercises, lessons, and workshops, as well as through informal exchange during meal-times, work, and leisure activities. Learning activities are provided to facilitate second language usage during meetings, during structured activities, during free time, and through games. Lessons prepare students to order meals in a restaurant, visit a local industry, take a walking tour of a town, attend a fashion show, participate in an evening of songs, take a second-language nature walk, and understand and give recipes. The English/French bilingual manual contains second language learning program objectives, trimester guidelines, optional activities, an activity checklist, a page for resume recordkeeping, exercises, activities, and a list of language learning resources. (NEC)

ED 248 057

RC 014 628

Crelin, Michael, Ed.

Katimavik Participant's Manual, Book V, Environmental Awareness and Appropriate Technology = Katimavik manuel du participant, cahier V, sensibilisation à l'environnement et technologie appropriée.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—83

Note—131p.; For related documents, see RC 014 621-634.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Conservation Education, *Environmental Education, *Experiential Learning, Foreign Countries, *Global Approach, *Learning Activities, Outdoor Education, Technology, Volunteers, *Work Experience Programs, Youth Programs

Identifiers—Canada, *Environmental Issues, *Katimavik Program (Canada), Program Objectives

Focusing on the environmental awareness and appropriate technology learning activity portion of Katimavik (a nine-month volunteer community service and experiential learning program for 17 to 21-year-old Canadians), the bilingual student manual contains sections on learning program objectives and trimester guidelines, optional activities, resume recordkeeping, implications of everyday decisions on global environmental issues, developing a set of values, making decisions, manual skills, hands-on environmental awareness and appropriate technol-

ogy projects, exploration of the local ecosystem, introductions to groups, and evaluating a job opportunity. Terms discussed include environment, pollution, resources, garbage, energy, renewable, centralized and decentralized systems of production and distribution, appropriate technology, global, and values. Global issues cited include depletion of resources, international trade, economic growth, international trade competition, transnational corporations, industrial pollution, nuclear power, world food shortage, land use, development rights, and labor strikes. Positive actions described include companion planting, mulching, composting, log and stackwall system construction, passive solar energy, recycling, weatherstripping, caulking, hydroponics, window boxes, furniture building, chicken raising, and greenhouses. Also included are directions for constructing an "hebertisme" (a three zone outdoor physical fitness course) and extensive lists of references for many of the sections. (NEC)

ED 248 058

RC 014 629

Crelin, Michael, Ed.

Katimavik Participant's Manual, Book VI, Billeting = Katimavik manuel du participant, cahier VI, l'hébergement.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—83

Note—12p.; For related documents, see RC 014 621-634.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Exchange, *Experiential Learning, *Family Environment, *Housing, Learning Activities, Volunteers, Work Experience Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada), Program Objectives

The billeting learning activity portion of Katimavik, a nine-month volunteer community service and experiential learning program for 17 to 21-year-old Canadians, involves program participants living with and sharing the life of a local family for two or three weeks during each trimester of the program. Learning objectives accomplished through the billeting experience include participating in the economic life of the billeting family, understanding and appreciating the culture and lifestyle of individuals and families through a direct live-in relationship with a family, and becoming a part of the community by establishing a close cultural relationship with honorary parents. The English/French bilingual manual outlines learning program objectives, trimester guidelines, and optional activities and provides an activity checklist and resume recordkeeping page. (NEC)

ED 248 059

RC 014 630

Katimavik Participant's Manual, Book VII, Socio-Cultural Activities = Katimavik manuel du participant, cahier VII, activités socio-culturelles.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—83

Note—49p.; For related documents, see RC 014 621-634.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Activities, Cultural Interrelationships, Experiential Learning, *Family Life Education, Fine Arts, *Learning Activities, Resource Materials, Social Environment, Social Problems, *Sociocultural Patterns, *Values Clarification, Volunteers, Work Experience Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada), Program Objectives

The bilingual student manual, devoted to the socio-cultural learning activity portion of Katimavik (a nine-month volunteer community service and experiential learning program for 17 to 21 year old Canadians), contains sections on learning program objectives and trimester guidelines, optional activities, resume recordkeeping, general topic information, and social issues. The major focus of the unit is on developing a basic awareness of social and cultural activities as an expression of community and cultural uniqueness, which includes a geo-

graphic, economic, historical, and political understanding of a community, as well as a direct involvement in arts, crafts, and communications. A section on values clarification offers a format for looking at the issues of teenage pregnancy and birth control, responsibility in marriage, government's role in providing family assistance, community property in marriage, raising children (health, education, financial support), divorce, and child custody. An activities section provides instructions for square and reel dancing, making various ethnic breads, home paper-making, communicating in sign language, writing news stories, and interviewing people. An annotated bibliography cites reference materials on the subjects of dance, drawing, musical instruments and lessons, theatre, sculpture, leather and textile crafts, and canoe-making. (NEC)

ED 248 060

RC 014 631

Crelin, Michael, Ed.

Katimavik Participant's Manual, Book VIII, Nutrition and Well-Being = Katimavik manuel du participant, cahier VIII, l'alimentation et le bien-être.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—83

Note—62p.; For related documents, see RC 014 621-634.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Eating Habits, *Experiential Learning, *Food, Health, *Learning Activities, *Nutrition, *Physical Health, Work Experience Programs, Youth Programs

Identifiers—Canada, *Katimavik Program (Canada), Program Objectives, *Recipes (Food)

The bilingual student manual focuses on the nutrition and well-being learning activity portion of Katimavik, a nine-month volunteer community service and experiential learning program for 17 to 21 year old Canadians. Providing participants with basic information and tools to assess and improve nutritional states and tie nutrition concerns into a concept of total physical health and well-being, the manual includes learning program objectives, trimester guidelines and activity checklist; optional activities; resume recordkeeping page; topic related background information and activities; and references. The manual describes activities such as keeping a food diary, assessing consumption of empty calories, planning a week's menu, and developing a shopping strategy. The manual contains nutrient charts; background information on plant food sources of protein, vitamins, and minerals; menu suggestions; guidelines for home storage of foods; a basic list of kitchen appliances; recipes; and a selected list of references on foods, cooking, and nutrition. (NEC)

ED 248 061

RC 014 632

Crelin, Michael, Ed.

Katimavik Participant's Manual, Book IX, Active Leisure = Katimavik manuel du participant, cahier IX, loisirs actifs.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—83

Note—61p.; For related documents, see RC 014 621-634.

Language—English; French

Pub Type—Guides - Classroom - Learner (051) —

Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Camping, Exercise, *Experiential Learning, Learning Activities, *Leisure Education, Outdoor Education, *Physical Activities, *Physical Fitness, Physical Health, *Recreational Activities, Volunteers, Work Experience Programs, Youth Programs

Identifiers—(Canada), Canada, Program Objectives

The bilingual student manual, devoted to the active leisure learning activity portion of Katimavik (the nine-month volunteer community service and experiential learning program for 17 to 21 year old Canadians) contains sections on learning program objectives and trimester guidelines; optional activities; resume recordkeeping; general information about physical fitness and exercise; and the design, preparation, and implementation of a four-day outdoor wilderness trip. Objectives include developing an understanding of active leisure as a contribution

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to physical, emotional, and intellectual well-being; developing an ability to participate in contemporary individual or group activities; and evaluating, developing and/or maintaining an appropriate physical fitness level. Topics discussed include types and benefits of physical activities, design of personalized activity programs, stress management, and relaxation. Published references and resource agencies are listed. (NEC)

ED 248 062 RC 014 633

Crelinsten, Michael, Ed.
Katimavik Participant's Manual, Book X, International Awareness = Katimavik manuel du participant, cahier X, sensibilisation à la vie internationale.

OPCAN, Montreal (Quebec).
Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—83
Note—42p.; For related documents, see RC 014 621-634.

Language—English; French
Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Awareness, Cultural Exchange, Educational Games, *Experiential Learning, *Global Approach, International Education, *International Relations, *Learning Activities, Planning, Simulation, Volunteers, Work Experience Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program (Canada), Program Objectives

Devoted to the international awareness learning activities of Katimavik (a nine-month volunteer community service and experiential learning program for 17 to 21 year old Canadians), the bilingual student manual contains sections on learning program objectives and trimester guidelines, optional activities, resume recordkeeping, global perspectives of Canada, import/export issues, simulation games and resources, and organization of an international awareness conference. Learning program objectives include developing an awareness of Canada as part of a global community, realizing what it means to be a Canadian in an interdependent world and how this affects one's everyday life, developing an interest in world issues, and understanding how Canada's prosperity depends on international trade. Recommended group simulation games: (1) deal with interaction across cultures and the problems of communication and ignorance; (2) recreate the 150-year evolutionary process that results in a large city; (3) illustrate how individuals and countries must compete for their share of the world's wealth; and (4) expose the complexities involved in achieving economic and social welfare goals in the context of competing nation-states. Planning an international awareness conference not only increases student understanding of the subject but also develops organizational skills through setting objectives and agendas; budgeting; recruiting resource people; and coordinating details of publicity, registration, transportation, meals, and housing. (NEC)

ED 248 063 RC 014 634

Crelinsten, Michael, Ed.
Katimavik Participant's Manual, Book XI, Songs, Thoughts, Humour, Doodle Art = Katimavik manuel du participant, cahier XI, chansons, réflexions, humour, art du griffonnage.

OPCAN, Montreal (Quebec).
Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—83
Note—28p.; For related documents, see RC 014 621-633.

Language—English; French
Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Experiential Learning, *Games, *Humor, *Literature, *Music Activities, Oral Interpretation, Outdoor Education, Recreational Activities, *Resource Materials, Volunteers, Work Experience Programs, *Youth Programs

Identifiers—Canada, *Katimavik Program
The bilingual booklet contains poems, song lyrics, thoughts, humorous stories, riddles, and games used by Katimavik, a nine-month volunteer community service learning and work experience program for 17 to 21-year-old Canadians. The first six pages of the document contain poems and song lyrics, some written in English, and some in French; the remainder of the document is bilingual. The booklet is illus-

trated with black and white "doodle art" drawings and includes a page for recording names, addresses, and telephone numbers of program participants. (NEC)

ED 248 064 RC 014 824

Rogers, S. Elaine
A Wildlife Habitat Improvement Plan.

Pub Date—83
Note—44p.; Report to the Board of Directors of Stony Acres, Inc.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Research, *Environmental Influences, *Outdoor Education, *Physical Environment, Program Budgeting, Program Descriptions, Recreational Programs, *Wildlife, *Wildlife Management

Identifiers—*Habitats, *Stony Acres Inc PA

The document presents an overview of Stony Acres, a "sanctuary" for wildlife as well as a place for recreation enjoyment and education undertakings. A review of the history of wildlife habitat management at Stony Acres and the need for continued and improved wildlife habitat management for the property are discussed in Chapter I. Chapter II identifies the five wildlife types and species (fish, amphibians, reptile, birds, mammals) inhabiting Stony Acres during all or part of the year and describes their habitat requirements. Chapter III analyzes the habitat types (forests, fields, ponds, streams, spring season wet areas) throughout the property. Recommendations for wildlife habitat improvement practices and projects are proposed in Chapter IV. Chapter V mentions future directions for wildlife education research on the property. Chapter VI provides a description of budgetary considerations. A 27-item bibliography and appendices containing charts, maps, and tables conclude the document. (ERB)

ED 248 065 RC 014 847

Nesmith, Lorraine, Comp.
Literature of the Plains and Mountains: Programs for Public Libraries.
Kansas State Univ., Manhattan. Div. of Continuing Education.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—82

Note—70p.; A Program Developed for the "Rural Libraries and the Use of Their Humanities Collections" Project. For related documents, see RC 014 848-849.

Available from—University For Man, 1221 Thurston, Manhattan, KS 66502 (\$4.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Bibliographies, Cultural Activities, Cultural Background, Filmographies, *Humanities Instruction, Human Resources, Library Extension, *Library Planning, Library Role, Library Services, *Program Content, Public Libraries, *Rural Areas, *United States Literature

Identifiers—Colorado, Kansas, Oklahoma, *United States (Mountain Plains)

A 1-year project in Colorado, Kansas, and Oklahoma is designed to assist rural librarians in implementing humanities programming for adults; "Literature of the Plains and Mountains" is one of three packets compiled for the project. The packet is designed to provide a step-by-step guide for the librarian with little or no experience in adult programming. Following a list of the 30 participating libraries, the packet includes an overview of the literature of the plains and mountains and provides 4 suggested program formats. Resource people from Colorado, Kansas, and Oklahoma are listed, as well as state and national resources. A bibliography of the literature of the plains and mountains lists 55 references for Colorado, 43 for Kansas, 49 for Oklahoma, and 46 works about the West. A filmography lists 22 films (16mm) and other film information. A list of miscellaneous resources precedes a 25-page adaptation of "Planning Library Programs" by Peggy O'Donnell and Patsy Reed. (BRR)

ED 248 066 RC 014 848

Nesmith, Lorraine, Comp.
Women of the Plains and Mountains: Programs for Public Libraries.
Kansas State Univ., Manhattan. Div. of Continuing Education.

Spons Agency—National Endowment for the Hu-

manities (NFAH), Washington, D.C.

Pub Date—82
Note—63p.; A Program Developed for the "Rural Libraries and the Use of Their Humanities Collections" Project. For related document, see RC 014 847-849.

Available from—University for Man, 1221 Thurston, Manhattan, KS 66502 (\$4.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Bibliographies, Cultural Activities, Cultural Background, *Females, *Humanities Instruction, Human Resources, Library Extension, *Library Planning, Library Role, Library Services, *Program Content, Public Libraries, *Rural Areas

Identifiers—Colorado, Kansas, Oklahoma, *United States (Mountain Plains)

Rural librarians in Colorado, Kansas, and Oklahoma are involved in a 1-year project designed to assist them in implementing humanities programming for adults; "Women of the Plains and Mountains" is one of three packets compiled for the project. The packet is designed to provide a step-by-step guide for the librarian with little or no experience in adult programming. Following a list of the 30 participating libraries, the packet includes an overview of the heritage of the women of the plains and mountains, and provides 5 suggested program formats. Resource people from Colorado, Kansas, and Oklahoma are listed, as well as state and national resources. A bibliography of women of the plains and mountains lists 95 references published between 1869 and 1982, with most published in the 1960s and 1970s. Seventeen articles are cited from popular magazines. A list of miscellaneous resources precedes a 25-page adaptation of "Planning Library Programs" by Peggy O'Donnell and Patsy Reed. (BRR)

ED 248 067 RC 014 849

Nesmith, Lorraine, Comp.
Heritage of the Plains and Mountains: Programs for Public Libraries.
Kansas State Univ., Manhattan. Div. of Continuing Education.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—82

Note—68p.; A Program Developed for the "Rural Libraries and the Use of Their Humanities Collections" Project. For related documents, see RC 014 847-848.

Available from—University for Man, 1221 Thurston, Manhattan, KS 66502 (\$4.00).
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Bibliographies, Cultural Activities, Cultural Background, Filmographies, *Humanities Instruction, Human Resources, Library Extension, *Library Planning, Library Role, Library Services, *Program Content, Public Libraries, *Rural Areas

Identifiers—Colorado, Kansas, Oklahoma, *United States (Mountain Plains)

Thirty rural libraries in Colorado, Kansas, and Oklahoma have been selected to participate in a 1-year project to assist public librarians in implementing humanities programming for adults; "Heritage of the Plains and Mountains" is one of three packets compiled for the project. The packet is designed to provide a step-by-step guide for the librarian with little or no experience in adult programming. Following a list of the participating libraries, the packet includes an overview of the heritage of rural mid-America and provides two suggested program formats. Resource people from Colorado, Kansas, and Oklahoma are listed, as well as state and national resources. A bibliography of the heritage of the plains and mountains lists 20 references for Colorado, 21 for Kansas, 20 for Oklahoma, and 42 works about the heritage of the region. A filmography lists 24 films (16mm) and other film information. Lists of free and inexpensive materials and miscellaneous resources precede a 25-page adaptation of "Planning Library Programs" by Peggy O'Donnell and Patsy Reed. (BRR)

ED 248 068 RC 014 876

Forbes, Norma
Television's Effects on Rural Alaska. Summary of Final Report. Social and Cognitive Effects of the Introduction of Television on Rural Alaskan Native Children.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Spons Agency—Alaska Council on Science and Technology, Juneau.

Pub Date—Mar 84

Contract—33-82

Note—14p; For final report, see RC 014 877.

Available from—College of Human and Rural Development, University of Alaska at Fairbanks, Fairbanks, AK 99701 (1-9 copies, \$2.00 ea., discounts on larger quantities).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alaska Natives, American Indian Education, Cognitive Development, Commercial Television, *Community Change, Cross Sectional Studies, *Cultural Awareness, Educational Television, Elementary Education, Elementary School Students, Eskimos, Longitudinal Studies, *Rural Areas, *Social Influences, Television Research, Television Viewing, Tribes

Identifiers—*Alaska, Haida (Tribe), Impact, Impact Studies, *Television Access, Tlingit (Tribe)

The report summarizes information from a 5-year study, begun in 1977, of the effects of the introduction of commercial and educational television to isolated communities in rural Alaska. It is intended primarily for residents of villages which participated in the study, for the staff of the schools which were involved, and for Alaskan policy makers. Following a brief description of the study design and viewing habits of the subjects, the report outlines findings regarding the influence of television on students' mental skills, English language skills, desire to migrate, goals, sex stereotypes, attitudes toward self and others, and perceptions of "most important person." The report discusses three types of influences which should be considered when television is introduced into traditional societies: that television may make people dissatisfied with the goods and services they buy and the lives they lead, television's role as a "thief of time," and television's influence on values. To reduce the negative impact of television, the report suggests that the content and form of television in rural Alaska need not be a carbon copy of television in the rest of the United States and that the way television is viewed can be changed by teaching critical viewing skills. (NEC)

ED 248 069

RC 014 877

Forbes, Norma And Others

Social and Cognitive Effects of the Introduction of Television on Rural Alaskan Native Children.

Final Report.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Spons Agency—Alaska Council on Science and Technology, Juneau.

Pub Date—Mar 84

Contract—33-82

Note—215p; For summary, see RC 014 876.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Alaska Natives, American Indian Education, *Cognitive Development, Commercial Television, Cross Sectional Studies, Cultural Awareness, Educational Television, Elementary Education, *Elementary School Students, Eskimos, Longitudinal Studies, Parent Attitudes, *Rural Areas, *Social Influences, Television Research, Television Viewing, Tribes

Identifiers—*Alaska, Haida (Tribe), Impact, Impact Studies, *Television Access, Tlingit (Tribe)

A 5-year study of the social and cognitive effects of the introduction of commercial and educational television on rural Alaskan children utilized a variety of social and cognitive measures given to both longitudinal and cross-sectional samples of grade-school children: in 1977, when no participating village received television; in 1979, when half of the villages had television; and in 1982, when all villages had at least one year's experience with television. Findings showed television did not have simple or direct effects. Most television effects depended on other factors including age, sex, ethnicity, and previous exposure to the "lower 48" majority culture. Exposure to television strongly influenced children's sex-role stereotyping, perceptions of their own and the majority culture, and some cognitive abilities. Experience with television affected other media usage of both parents and children, impacting both knowledge of the world "outside" and beliefs concerning the reality of what was seen on television. The report includes a comprehensively documented glimpse of behavioral aspects of television use in Alaska. Favorite shows and

changes in their popularity, viewing times, the parental role in program selection, and other patterns of television use are reviewed. Implications of these data for state policy are briefly discussed. (Author/NEC)

ED 248 070

RC 014 892

Katimavik Out-Trip Protocol.

OPCAN, Montreal (Quebec).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—Jul 84

Note—32p; For related documents, see RC 014 621-634.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Camping, Course Descriptions, Equipment, Experiential Learning, *Field Trips, *First Aid, Foreign Countries, Leaders, *Leadership Responsibility, *Leisure Education, Outdoor Education, Recreational Activities, Rescue, *Skill Development, Volunteers, Work Experience Programs, Youth Programs

Identifiers—Canada, *Katimavik Program, Program Objectives

A supplement to the active leisure learning student manual for Katimavik (the 9-month volunteer community service and experiential learning program for 17-21 year old Canadians) provides in greater detail the procedure for preparing and implementing the Outdoor Wilderness Trip. Sections presented are definition of terms, national training, development of out-trip/activity skills, and out-trip trimester. Ten appendices contain information on performance standards and equipment; out-trip limitations and guidelines; preliminary definition of trip; detailed description of out-trip; identification of potential out-trip leader/guides; selection of leader/guide for out-trip; standards and evaluation criteria for first aid rescue; use of out-trip leader/guides; out-trip log; day excursion/overnight-trip; and an approval form for an out-trip. (ERB)

ED 248 071

RC 014 898

Gooyers, Cobina And Others

Outdoor Education Manual.

Upper Thames River Conservation Authority, London (Ontario).

Pub Date—Jul 83

Note—52p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavioral Objectives, *Educational Philosophy, Elementary Secondary Education, Emergency Programs, Films, Foreign Countries, Human Resources, Natural Sciences, *Outdoor Activities, *Outdoor Education, Program Costs, *Program Development, *Program Evaluation, School Policy

Identifiers—Canada, Nature Study, Wildwood Program

Designed for teachers to provide students with an awareness of the world of nature which surrounds them, the manual presents the philosophy of outdoor education, goals and objectives of the school program, planning for outdoor education, the Wildwood Programs, sequential program planning for students, program booking and resource list. Content material includes: a definition concerning education in, about and for the outdoors; goals and objectives emphasizing educational opportunities and quality of learning in the program; the bow tie model illustrating organization of out-of-door education experiences; a description of the Wildwood Programs, such as teaching and learning approaches used and activity programs for winter, fall and spring; and the use of the bow tie model for evaluation. Other topics and materials presented are program booking, which discusses expectations, policy and procedure, program costs, funding, and form samples; standard emergency procedures; and a resource list which includes 22 resource agencies and 59 natural science film titles. (ERB)

ED 248 072

RC 014 899

Coppock, Marjorie L.

Legislative Concerns of the Texas Farmworker:

Historic Perspective.

Pub Date—Aug 84

Note—38p; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Laborers, Braceros,

Farm Labor, Group Behavior, Income, *Labor Legislation, Labor Problems, Mexican Americans, *Migrant Workers, Political Influences, *Social Action, *Social Change, Socioeconomic Influences, Strikes, *Unions

Identifiers—Chavez (Cesar), Moya (Jesus), Orendain (Antonio), *Social Movements, United Farm Workers

In spite of recent advances in mechanization, farmworkers continue to be a vital and necessary element in the harvesting of American crops. However, farmworkers, whether migrant or non-migrant, continue to have the lowest annual income of all occupational groups. The overriding concern is one of powerlessness. Farmworkers have been excluded at the federal and state levels from protective legislation covering minimum wage standards, unemployment insurance, child labor protection, and the benefits of the National Labor Relations Act which guarantees labor the right to organize and bargain for wages. In the last 20 years, the mobilization of Texas farmworkers has developed from an abortive strike attempt to an operational network of legislative and political clout. The political balance is changing in Texas from a predominantly rural conservative base to a growing urban and liberal coalition. The actions and reactions of mobilized and mobilizing groups move across the Texas political arena changing the nature of its character. Strikes, marches, and organizational efforts have served to shake off the apathy and sense of powerlessness which has maintained farmworkers in a state of poverty and despair. The obstacles continue to be great, yet efforts are being made to overcome them in an effective manner. (Author)

ED 248 073

RC 014 900

McBeath, Gerald A. And Others

Patterns of Control in Rural Alaska Education.

Final Report.

Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 83

Grant—NIE-G-80-0147

Note—198p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrator Attitudes, *Alaska Natives, American Indian Education, Boards of Education, Climate, Community Attitudes, *Community Control, Community Schools, Cultural Influences, *Decentralization, Definitions, Elementary Secondary Education, Organizational Change, *Organizational Climate, *Rural Education, School District Autonomy, Socioeconomic Influences, Teacher Attitudes

Identifiers—*Alaska, *Control Factors (Administrative), Impact Studies, Implementation Analysis, Localization (Administrative), Pattern Analysis

Beginning in 1981, a 3-year study examined implementation of decentralization in rural Alaska education; legislated decentralization had begun in 1975 largely in response to the Native self-determination movement. All rural local school administrators were initially surveyed. Based on their responses and other statewide data, four types of educational control were formulated: localized, regionalized, unified, and mixed. Using a 10% sample of rural schools, 28 schools were selected for more intensified field analysis during the 1981-1982 school year. Significant differences were found among the three relatively pure types of control with respect to the social and political conditions, school governance processes, and their associated outcomes. Although localization is the goal of the decentralization movement, only one-fourth of the schools fell in that category. Localization depended on several conditions: a stable local administrator who shared influence with the school board, had a positive orientation toward the local community, and respected its values; local boards or committees that represented major community interests, including faction, stability (low turnover) of the local board; a district superintendent supportive of local control; district policy which specified substantive, functional areas of school government in which local boards and administrators had deciding influence; and open district-level communication. (BRR)

ED 248 074

RC 014 901

Chi, Peter S. K.

A Research Note: A New Sampling Procedure for

Surveying Health Conditions of Migrant Farm Workers.

Pub Date—Aug 84

Note—14p; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984). For related document, see RC 014 902.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Health, *Measurement Techniques, *Migrant Housing, *Migrant Workers, *Sampling, *Statistical Surveys
Identifiers—New York (Wayne County), *Weighted Data

A special sampling procedure for collecting health statistics and related information from a representative sample of migrant farmworkers was developed for the New York Migrant Health Interview Survey conducted in Wayne County during the summer of 1982. A three-stage, stratified random sampling technique was used. The primary sampling units were migrant camps and other migrant housing units; the ultimate sampling units were individual migrants. The detailed sampling procedure used consisted of seven steps: compiling a comprehensive list of primary sampling units; stratifying migrant camps and other migrant housing units; determining preliminary sample size and distribution; determining sampled camps and housing units; selecting sample households; determining migrant population on a given day; and calculating weighting factors. A weighting procedure was used to adjust oversampling or undersampling of different segments of the population. Results indicated that the sample was not only representative with respect to the size of the migrant camps, but also representative with respect to distinct household characteristics associated with different camp size. (Author/NQA)

ED 248 075

RC 014 902

Chi, Peter S. K.

Medical Utilization Patterns of Migrant Farm Workers in Wayne County, New York.

Pub Date—Aug 84

Note—25p; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984). For related document, see RC 014 901.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Laborers, Attitudes, Community Characteristics, Delivery Systems, Family Characteristics, *Health Education, *Health Needs, Immigrants, Medical Care Evaluation, *Medical Services, Migrant Health Services, *Migrant Workers, Socioeconomic Background, *Use Studies

Identifiers—New York (Wayne County)

During the summer of 1982, 218 randomly-selected migrant farmworkers in Wayne County, New York were interviewed to determine the significant factors affecting use of health services among migrant farmworkers. Three groups were identified: immigrants, recent migrants, and long-term migrants. Medical utilization patterns, use of community medical services, types of health problems for which medical treatment had been delayed, reasons for the delay, and the migrant's subjective assessment of quality of community health care were compared among the three groups. A multiple regression model examined determinants of physician visits. The 113-item survey instrument covered individual and family characteristics, health habits and attitudes, health status, utilization of health services, home community characteristics, and the current resident's physical environment. Findings included that immigrants visited physicians less often; female migrants visited doctors more often; medical treatment was usually delayed due to fear of medical practices and disbelief in the medical profession; and lack of time and lack of access were reasons often cited for not seeking health care. Results indicated that the provision of comprehensive health programs, removal of structural barriers in the health delivery system, and a program of migrant health education are necessary to alter the medical utilization behavior of migrant farmworkers. (NQA)

ED 248 076

RC 014 903

Boloz, Sigmund A. Loughrin, Patricia L.

A Long Time Ago There Was a Marvellous Canyon: Energizing Language Acquisition.

Pub Date—[84]

Note—11p.

Pub Type—Guides - Classroom - Teacher (052)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, Elementary Secondary Education, *Language Processing, Reading Material Selection, *Relevance (Education), *Second Language Instruction, Second Language Learning, *Teacher Student Relationship, *Vocabulary Development, Writing Processes

Identifiers—Navajo (Nation), *Shared Responsibility Model

The Shared Responsibility Model (SRM), a language process model that has been used effectively in classrooms that serve limited and proficient English speakers interacting within the same environment, can be utilized with Navajo children. SRM's philosophy recognizes that students learn and retain vocabulary most effectively when they: (1) learn vocabulary actively, as that language meets their needs; (2) share that language in real situations; (3) work with words that are important to them; (4) practice words in low-risk situations; and (5) approach language literacy holistically. Since students must have the opportunity to use the vocabulary purposefully, daily classes must be shifted from teacher-dominated environments to student-oriented settings. SRM utilizes students' strengths as the center of instruction. In writing, SRM encourages students to maintain ownership of the piece, provides purposeful writing experiences which have real audiences, and emphasizes quality and not just quantity. The majority of in-class time is used for drafting, revising, and editing. To foster an interest in reading and to develop comprehension, SRM emphasizes the relevance of materials by utilizing traditional English curriculum objectives and non-traditional classroom materials. For example, texts for junior high Navajo students might include stories from the Long Walk period, coyote stories, or student-produced materials. (ERB)

ED 248 077

RC 014 904

Life Stories of Our Native People: Shoshone,

Paite, Washo.

Inter-Tribal Council of Nevada, Reno.

Pub Date—74

Note—57p.

Available from—Inter-Tribal Council of Nevada, P.O. Box 7440, Reno, NV 89510.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Culture, *American Indian History, *American Indians, *Biographies, Elementary Secondary Education, Extended Family, *Leadership, *Leadership Qualities, Leadership Responsibility, Religion, *Supplementary Reading Materials, Tribes

Identifiers—*Great Basin, Northern Paiute (Tribe), Washo (Tribe), Western Shoshone (Tribe)

Among the native peoples who occupied the western Great Basin were a great many outstanding personalities. Various types of leaders, referred to as "headmen" or "talkers," as well as medicine men, religious leaders, and artists, played very significant roles in the history of this area. The social organization of the Western Shoshone, the Northern Paiute, the Southern Paiute, and the Washo was influenced, to a large degree, by the environment which made it unnecessary and impractical, if not impossible, to restrict the positions of leadership to a few "select" people. Therefore, it is important to point out that these people were organized according to the extended family or kinship groups, and chose their leadership upon that basis, as the need arose. People who held positions of leadership and respect were chosen according to their personal merits, not through any formal system. A small number (37) of the many great Indian people who lived their lives in, and contributed to, the historical development of the Great Basin are recognized in this booklet, which may be used as a supplement to a history class. (ERB)

ED 248 078

RC 014 905

Yellowhair, Marvin

Acheli Bahane: Naaki Gome' Yiltisiligi II =

Grandfather Stories: Volume II.

Rough Rock Demonstration School, AZ. Navajo Curriculum Center.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-936008-25-3.

Pub Date—84

Note—44p; For related document, see ED 037 289.

Language—Navajo; English

Pub Type—Guides - Classroom - Learner (051)—Multi-lingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian History, *American Indian Literature, American Indians, Cultural Context, Cultural Enrichment, Elementary Secondary Education, *Oral History, Reading Materials, *Supplementary Reading Materials

Identifiers—Cultural Content, *Cultural Preservation, Cultural Resources, *Navajo (Nation)

At one time all Navaho stories were handed down from generation to generation by word of mouth. Some stories were recorded and then translated into English. In the process of translation, the stories often times lost their meaning. To avoid this, the second volume of "Grandfather Stories," which were told by elders living in the vicinity of Rough Rock and Black Mountain, has been written in Navaho and then translated into English. The six stories, which may be used for supplemental reading material, are about game animals that were taken from the people, the antelope hunt, an escape from the Spanish, a close encounter with wolves, cattle, and a snow storm. (ERB)

ED 248 079

RC 014 908

Luloff, A. E. And Others

The Cultural Component of Rurality: Determinants and Structural Stability over Time.

Pub Date—Aug 84

Note—27p; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984). A revision of a paper presented at the M.E. John Lecture Series Symposium (University Park, PA, August, 1983). Work on the project was supported by Arkansas Agricultural Experiment Project 1117 and New Hampshire Agricultural Experiment Project H266.

Pub Type—Reports - Research (143)—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Abortions, Attitude Change, Civil Liberties, *Community Size, *Cultural Context, *Definitions, Ecological Factors, Longitudinal Studies, Occupations, Racial Segregation, *Research Problems, *Rural Areas

Identifiers—*Conservatism, General Social Survey

Sixteen questions dealing with racial equality, abortion, and civil liberties were extracted from the National Opinion Research Center's General Social Surveys of 1972 (N=986) and 1980 (N=1,128) to seek a possible cultural component of rurality and note any changing contours to such a phenomenon over time and across social strata. Rural sociology's ongoing search for a nominal and operational definition has generally accepted three broad components of "rural": ecological, occupational, and cultural, with "rural culture" perceived as being relatively reluctant to shed established mores. Sixteen questions clearly could not cover what might be considered the domain of "rural culture," but did focus on social issues representative of a turbulent historical period of change. Findings suggested that attitude structures changed little over the decade, while levels of conservatism showed a statistically significant increase. The overall explanatory structure (both slopes and intercepts) changed although levels of education and levels of church attendance had consistent (but inverse) impacts on degree of conservatism. Size of place of current residence was conspicuously absent as an important predictor. Since size of place is the most often used proxy for rural versus urban milieu, caution was urged in interpreting much of the literature on rural-urban differences. (BRR)

ED 248 080

RC 014 909

Laffler, Ann. And Others

When I'm Not With the Friend I Hate, I Hate the Friend I'm With: Contact, Support, and Hostility Networks in Community Life.

Utah State Univ., Logan. Dept. of Sociology.

Spons Agency—Department of Agriculture, Washington, D.C.; Utah State Univ., Logan. Agricultural Experiment Station.

Pub Date—Aug 84

Grant—869

Note—26p; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).

Pub Type—Reports - Research (143)—Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Change, Community Study, *Conflict, Field Interviews, *Network Analysis, *Research Methodology, Rural Environment, *Rural Family, *Sex Differences, Sex Role, *Social Networks, Social Support Groups, Stereotypes

Identifiers—*Amiability, Utah

A 1983 four-community survey of 220 rural Utah households had as its central analysis issue the extent to which conflict plays a modulating role in linking network positions. Not only do most network analysis approaches reflect an implicit assumption that network ties involving conflict are mutually exclusive from and incompatible with support ties, but there is a tendency to assume that networks channel only positive relations (the "amiability tilt"). Sites were selected to represent four major types of economic change currently being experienced in nonmetropolitan areas. A method was devised which measured conflict, support, and simple contact in such a way that none presupposed or eliminated another. Conflict definitely represented a common feature of important relationships and was a regular feature of network life. Conflict did not affect all community members in equal degree or form; indeed, male and female conflict patterns were so different that they actually appeared to inhabit socially different communities. Two common stereotypes depict American villages as tranquil and supportive, or riddled with hostility. Not only may both versions be right about the same relations, but the amiability tilt of network analysis needs correction. (BRR)

ED 248 081

RC 014 910

Goe, W. Richard. *And Others*

Alcohol and Marijuana Use among Rural High School Students: A Test of A Facilitative-Constraint Model.

Pub Date—Aug 84

Note—35p; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Drinking, Drug Use, Group Unity, *High School Students, *Marihuana, Models, Peer Influence, *Predictor Variables, *Rural Areas, Secondary Education, *Social Control, Use Studies

Identifiers—Differential Association Theory, *Facilitative Environments, Georgia

Data focused on illegal alcohol and marijuana use were collected in 1981 from 4,859 high school students living in two rural counties in southern Georgia. The sample consisted of over 85% of all students in grades 8 through 12 within the two counties. The data were used to test a facilitative-constraint model developed from selected components of differential association, differential identification, and social control theories. Discriminant analysis was used to compare "users," "experimenters," and "non-users" on the basis of factors chosen to represent each dimension of the theory. The findings demonstrated that the theoretical model was useful in correctly classifying students into appropriate categories for both drugs assessed, but was particularly useful for predicting marijuana use. The most important empirical finding was identification of two variables which were demonstrated to be good discriminators of drug use: "access to drugs" and "identification with pot-head groups." Facilitative indicators were the best in predictive variables, while constraint factors were shown to be much less important in differentiating among the various drug user groups. Programs designed to increase identification with conventional groups while simultaneously reducing identification with drug-oriented groups will probably be effective in reducing illegal drug use. (Author/BRR)

ED 248 082

RC 014 911

McDonald, Joseph. *Le Beau, Ellsworth*

Salish Kootenai College. Profile, 1976-1982.

Pub Date—10 Feb 83

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education, *American Indian History, *Community Colleges, Curriculum, Educational Administration, Educational Facilities, *Educational History, Enrollment, Faculty, Federal Indian Relationship,

Federal Legislation, *Financial Support, Graduation Requirements, Postsecondary Education, School Community Relationship, *Student Characteristics

Identifiers—Flathead Indian Reservation MT, Kootenai (Tribe), Salish (Tribe), *Salish Kootenai College MT

The profile presents a brief history and a description of Salish Kootenai College, a tribally controlled community college located in Montana. Historical information covers the history of the Flathead Reservation, the introduction of formal education on the reservation, influences of federal legislation, the effects of external policies on the education of Flathead children, and the formative years of the college. The description of the college presents the goals and objectives of the college, the college's physical plant, a student profile of enrollment, an outline of curriculum offered, the administration and faculty, community services, financial resources, and general education requirements. (ERB)

ED 248 083

RC 014 913

Moving toward Self-Sufficiency for Indian People. Accomplishments 1983-84. An Interdepartmental Report.

Office of Human Development Services (DHHS), Washington, D.C.; Office of the Assistant Secretary for Indian Affairs (Dept. of Interior), Washington, DC.

Pub Date—Jun 84

Note—34p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement, Agriculture, American Indian Education, *American Indians, Business, Elementary Secondary Education, Energy Occupations, *Federal Aid, *Federal Indian Relationship, Federal Programs, Health Services, Housing, Human Services, Labor, *Tribes, Urban Improvement

Identifiers—*American Indian Policy Statement 1983, Bureau of Indian Affairs, *Reagan Administration

In an effort to identify some of the positive accomplishments resulting from President Reagan's American Indian Policy statement on January 24, 1983, the Department of the Interior and the Department of Health and Human Services initiated an interdepartmental information exchange composed of federal and Indian tribal accomplishments made in 1983-84. The statement on Indian policy is presented in its entirety and followed by an update of federal Indian policy initiatives. The remainder of the report highlights, for each of the federal departments, accomplishments made for American Indians in health and human services, agriculture, commerce, business, education, energy, housing and urban development, and labor. Specific tribal accomplishments are also summarized under each department. (ERB)

ED 248 084

RC 014 919

McGrann, James M.

Computerized Farm of the 21st Century.

Pub Date—Aug 84

Note—13p; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Education, *Agricultural Trends, *Computer Oriented Programs, Continuing Education, Educational Change, Employed Women, *Farmers, *Futures (of Society), Research Needs, Research Projects, Rural Areas, Services, *Technological Advancement, *Womens Education

Identifiers—Cooperative Extension Service, *Impact, Year 2000 Computerized Farm Project TX Advancement in computer technology comes at a time when agriculture is in transition from a production-oriented to a business-oriented activity and will require new skills and knowledge if farmers are to be prepared for the future. Electronic technology applications on 21st century commercial farms and ranches will include farm decision support systems, monitoring and data logging for information systems, robots and electronic control of machines and irrigation systems, communications, and continuing education. Information on the latest technologies and access to rural and international libraries for education and entertainment will be possible by linking on-farm computers with two-way satellite communication. Educational activities must be

changed to recognize the increasingly important role of women on the farms of the future since women will play a larger role in computerized farm and ranch management and must be better trained in accounting, economics, and finance to complement the use of computerized tools. The Cooperative Extension Service will face major challenges because of its primary role in education and information generation and delivery. The Year 2000 Computerized Farm Project operates a 3,300 acre demonstration farm and ranch to facilitate testing and evaluation of computer applications in a commercial farm setting. (BRR)

ED 248 085

RC 014 933

CHOICE (Challenging Options in Career Education): Overview of Curriculum Materials.

Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-84-0023

Note—85p; For related documents, see RC 014 934-946. Best copy available. Some pages may not reproduce well due to small print. Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Decision Making, Educational Games, Elementary Secondary Education, *Instructional Materials, Job Skills, Learning Activities, *Migrant Education, Occupational Clusters, *Occupational Information, Pretests Posttests, Relevance (Education), Spanish, Teaching Guides, Workbooks

Identifiers—*CHOICE (Career Education Curriculum), *Self Awareness

Designed to teach migrant students about the world of work, CHOICE (Challenging Options in Career Education) guides career exploration through exposure to 60 occupations in 15 occupational clusters and shows how academic subjects relate to jobs and careers. The CHOICE curriculum contains two sets of materials. The advanced set, for junior and senior high school students, provides career and job information and basic job market entry skills information in three illustrated volumes, on three reading levels (grades 3 and 5 and high school), written in English and in Spanish. "Occupational Resources," the first text, describes the skills, tasks, tools, training, and work environment for 60 occupations. "Career Notes," is the second text. This job skills workbook includes information and activities about self-awareness, work readiness, forms and applications, employment agencies, career clusters, resumes, and interviews. The third text, Mission Information, is a work-study guide; it is a handbook for interviews, shadowing experience (learning by observing), and work experience. Activities include stories, fact sheets, cartoons, poems, and interviews. The basic set of materials, for students in grades K-6, includes illustrated activity folders, student and teacher logs, and pre- and post-tests that provide job role, self-awareness, and decision-making information. Activities include stories, games, puzzles, and audio tapes. Performance objectives and student profile sheets are included. Appended is material that explains the program in detail, information for conducting training sessions, and contact information for training and consultant services. (SB)

ED 248 086

RC 014 934

Occupational Resources: Read about Varied Occupations. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—80

Grant—28-94-0023

Note—266p; For Spanish version, see RC 014 935.
For related documents, see RC 014 933-946. Best copy available.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (\$8.00, plus shipping).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Career Awareness, Career Choice, *Career Education, High Interest Low Vocabulary Books, High Schools, *Instructional Materials, *Job Analysis, Job Skills, Language Arts, Mathematics Skills, *Migrant Education, *Occupational Clusters, *Occupational Information, Secondary Education

Identifiers—*CHOICE (Career Education Curriculum)

Part of a two-level career education curriculum initially developed for migrant children, the book is the first of three secondary level texts designed to provide high school students with self-awareness, job and role information, and decision-making/goal attaining information related to career education. The text provides job and role information on 60 jobs in 15 career clusters defined by the United States Department of Labor: agribusiness, fine arts and humanities, business and office, communication and media, construction, consumer and homemaking, environmental control, health and safety, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, and transportation. The book defines each cluster, then uses a story, cartoon, interview, fact sheet, or poem to describe each job. Each job description in the text is followed by a short quiz. Illustrated with line drawings and stick figures, the book has been written for three reading levels: third grade, fifth grade, and high school. (SB)

ED 248 087 RC 014 935

Recursos de Trabajo: Información sobre Carreras (Occupational Resources: Career Information). CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-94-0023

Note—362p; For English version, see RC 014 934; for related documents, see RC 014 933-946. Best copy available. Some pages may not reproduce well due to marginal legibility.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (\$20.00 plus shipping).

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Career Awareness, Career Choice, *Career Education, High Schools, Instructional Materials, *Job Analysis, Job Skills, Language Arts, *Learning Activities, Mathematics Skills, *Migrant Education, *Occupational Clusters, *Occupational Information, Secondary Education

Identifiers—*CHOICE (Career Education Curriculum)

ED 248 088 RC 014 936

Gans, Connie And Others

Career Notes: Explore and Practice Personal Career Growth Skills. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-94-0023

Note—147p; For Spanish version, see RC 014 937. For related documents, see RC 014 933-946. Best

copy available.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (\$8.00, plus shipping).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Apprenticeships, Career Change, Career Choice, *Career Education, *Decision Making, Employment Interviews, High Schools, *Instructional Materials, *Job Search Methods, Job Skills, *Migrant Education, Occupational Clusters, Occupational Information, Promotion (Occupational), Secondary Education, *Success, Values Clarification

Identifiers—*CHOICE (Career Education Curriculum), Resumes, Self Awareness

This text is the second in a series of advanced career education materials which, with an elementary segment, form a career education curriculum for elementary-secondary migrant students. Complementing texts on careers and roles and on work exploration and work experience, the text uses activities, poems, and cartoons to focus on self-awareness and decision making. The text begins with exercises that lead high school students toward self-awareness and values clarification. Next, the book focuses on four work readiness skills (appropriate dress, promptness and reliability, helpfulness, and job performance) and on completing forms for job applications, work permits, and social security cards. The text also discusses readily available job information resources, explains 15 career clusters, and discusses writing letters of inquiry for job information. Next, the book contains exercises designed to help students organize and present facts about themselves, using fact sheets, job applications, resumes, skills checklists, and letters of application. The text covers learning about the working world through the use of help wanted and position wanted ads, telephone calls, and apprenticeships, and discusses job interview techniques such as being positive, answering questions, being prepared, and practicing. A section on career advancement and job changes concludes the text. (SB)

ED 248 089 RC 014 937

Gans, Connie And Others

Apuntes acerca de las Ocupaciones: Explore y Practique las Destrezas de Desarrollo Ocupacional (Career Notes: Explore and Practice Career Growth Skills). CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-94-0023

Note—151p; For the English version, see RC 014 936. For related documents, see RC 014 933-946. Best copy available. Some pages may not reproduce well due to broken print.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (\$8.00 plus shipping).

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Apprenticeships, Career Change, Career Choice, *Career Education, *Decision Making, Employment Interviews, Instructional Materials, *Job Search Methods, Job Skills, *Migrant Education, Occupational Clusters, *Occupational Information, Promotion (Occupational), Secondary Education, *Success, Values Clarification

Identifiers—*CHOICE (Career Education Curriculum), Resumes, Self Awareness

ED 248 090 RC 014 938

Gans, Connie And Others

Mission Information: Worksite Interview, Shadow Community Workers, Work Experience Program. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-94-0023

Note—58p; For Spanish version, see RC 014 939. For related documents, see RC 014 933-946. Best copy available.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (\$5.00, plus shipping).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, *Career Exploration, Decision Making, Employment Interviews, Instructional Materials, *Learning Activities, *Migrant Education, *Occupational Information, Secondary Education, Skill Development, Values Clarification, *Workbooks, *Work Experience Programs

Identifiers—*CHOICE (Career Education Curriculum), Self Awareness

The work-study guide is the third volume in the advanced level of a career education curriculum for elementary-secondary migrant children. Complementing the secondary level job information text and a workbook about decision making and self-awareness, the work-study guide is designed to accompany work exploration and experience programs. It contains three sections to be used independently. The first involves interviewing workers to obtain information about their jobs or careers. The second is a "shadowing" guide that leads students through a worker shadowing (observing) experience. The third is a guide to a work experience program. Through the work-study guide, students learn where and how to acquire job information and how to organize their self-knowledge and job knowledge to make effective decisions. The volume contains curriculum evaluation pages. (SB)

ED 248 091 RC 014 939

Mision Informacion: Entrevista a Empleados en el Lugar donde Trabajan; Observar a Obreros mientras Trabajan; Programa sobre Experiencia Laboral (Mission Information: Worksite Interview, Shadow Community Workers, Work Experience Program). CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-94-0023

Note—62p; For English version, see RC 014 938. For related documents, see RC 014 933-946. Best copy available.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (\$5.00, plus shipping).

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, *Career Exploration, Decision Making, Employment Interviews, Instructional Materials, *Learning Activities, *Migrant Education, *Occupational Information, Secondary Education, Skill Development, Spanish, Values Clarification, *Workbooks, *Work Experience Programs

Identifiers—*CHOICE (Career Education Curriculum), Self Awareness

ED 248 092 RC 014 940

Arts & Humanities/Homemaking. B1. CHOICE: Challenging Options in Career Education.

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Mi-

grant Education Programs.

Pub Date—[83]

Grant—28-84-0023

Note—304p; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities—laminated folders—\$30.00 plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Career Education, Educational Games, *Homemakers, *Humanities, Instructional Materials *Kindergarten, Language Arts, Learning Activities, Learning Modules, *Migrant Education, Occupational Clusters, *Occupational Information, Primary Education, Teaching Guides, Units of Study

Identifiers—*CHOICE (Career Education Curriculum)

The documents aggregated here comprise the kindergarten level unit of a series of career education curriculum materials originally designed for migrant students. The kindergarten level unit focuses on two occupational clusters identified by the United States Department of Labor (arts and humanities, and homemaking) and presents learning activities for the 11 jobs encompassed by the two clusters (teacher, artist, musician, dancer, actor, puppeteer, tailor, janitor, housekeeper, waiter, and day care worker). The combined teacher & students log sheets contain stories and information to be read to the student; worksheets on job and role information; and games, mazes, and tracing and pattern completion activities. The activity sheets are designed to help students practice skills of classification, matching, sequencing, and size and difference determination while they learn about the tools needed for each job. The teacher log contains information about each job, instructions for each activity, space for comments, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

ED 248 093 RC 014 941

Health/Personal Services. B2. CHOICE: Challenging Options in Career Education.

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-84-0023

Note—334p; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities—laminated folders—\$30.00 plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Art Activities, *Career Education, Cognitive Development, *Grade 1, *Health Occupations, Instructional Materials, *Learning Activities, Learning Modules, *Migrant Education, *Occupational Information, Primary Education, Skill Development, Teaching Guides, Units of Study

Identifiers—*CHOICE (Career Education Curriculum), *Personal Service Occupations

Focusing on health and personal service occupations, the documents aggregated here contain the combined teacher and student log sheets for the grade 1 unit of a career education curriculum originally designed for migrant children; student worksheets on job and role information; and learning

activities related to 12 jobs: blacksmith, television repairer, hairdresser/barber, day care worker, waitress, gas station attendant, family doctor, ambulance driver/attendant, dietitian, dentist, school nurse, and optometrist. The activities are intended to help students develop skills in classification, writing, reading, arithmetic, determining relationships of quantity, and sequencing; and in distinguishing between cause and effect, fact and fantasy, and main and supplementary ideas. The teacher log contains information about each job, instructions for each activity, space for comments, the stories and information to be read to the students, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and work performed in the 12 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (NQA)

ED 248 094 RC 014 942

Recreation/Transportation. B3. CHOICE: Challenging Options in Career Education.

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-84-0023

Note—308p; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities—laminated folders—\$30.00 plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Art Activities, *Career Education, Cognitive Development, *Grade 2, Instructional Materials, Language Arts, Learning Activities, *Migrant Education, *Occupational Information, Primary Education, *Recreation, Skill Development, Teaching Guides, *Transportation, Units of Study

Identifiers—*CHOICE (Career Education Curriculum)

The documents aggregated here comprise the second grade unit of a career education curriculum for migrant children. The unit for grade 2 focuses on the fields of recreation and transportation. Travel agent, tour guide, camp counselor, coach, usher, school bus driver, airplane pilot, trucker, mover, railroad engineer, and astronaut are the 11 jobs covered. The combined teacher and student logs contain job and role information for the unit and include activities designed to teach students about the tools and tasks of each job covered by the unit and to help students practice telling time, determining consonant and vowel sounds, finding the main idea, and using map skills. The activities involve sequencing, self-expression, classification, and logic. The teacher log contains copies of the student activities, instruction for their use, information about each job in the unit, a review of each job, space for comments, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

ED 248 095 RC 014 943

Public Services/Agribusiness. B4. CHOICE: Challenging Options in Career Education.

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Sec-

ondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-84-0023

Note—303p; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities—laminated folders—\$30.00 plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Agribusiness, Art Activities, *Career Education, Cognitive Development, *Grade 3, Instructional Materials, Language Arts, Learning Activities, *Migrant Education, *Occupational Information, Primary Education, *Public Service Occupations, Skill Development, Teaching Guides, Units of Study

Identifiers—*Challenging Options in Career Education (CHOICE)

The documents aggregated here comprise the third grade unit of a career education curriculum developed for migrant students. Eleven jobs in the public services and agribusiness (nursing aide, sanitation worker, mail carrier, librarian, fire fighter, police officer, gardener, farmer, logger, miner, forest ranger) are the focus of the unit. The combined teacher and student logs contain job and role information. The logs include activities designed to teach students about the tools and tasks of workers in each of the 11 jobs through activities such as comparing, matching, ordering, writing, drawing, and taking true-false tests. The activities also allow the students to practice their skills of classifying, alphabetizing, charting, judging relevance, reading and sequencing numbers, spelling, self-expressing, and inferring. The teacher log contains copies of the student activities and instructions for their use, introductory and review information about each job and occupational cluster, space for comments, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

ED 248 096 RC 014 944

Construction/Communication & Media. B5. CHOICE: Challenging Options in Career Education.

Mid-Hudson Migrant Education Center, New Paltz, NY; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—83

Grant—28-84-0023

Note—454p; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities—laminated folders—\$30.00 plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Career Education, Cognitive Development, *Communications, *Construction Industry, Educational Games, Elementary Education, *Grade 4, Instructional Materials, Language Arts, Learning Activities, Mass Media, Mathematics Skills, *Migrant Education, Occupational Clusters, *Occupational Information, Skill Development, Teaching Guides, Units of Study

Identifiers—*CHOICE (Career Education Curriculum)

The documents aggregated here comprise the fourth grade unit of a career education curriculum for migrant students. The unit focuses on the tools and tasks of workers in 11 jobs in the construction,

communication, and media occupational clusters: heavy equipment operator, architect, mason, carpenter, plumber, electrician, telephone line worker, announcer, photographer, journalist, and performer. The combined teacher and student logs contain job and role information for the unit. An introduction to each cluster and job contains vocabulary words and ideas for extending the lessons to the local community, plus instructions for conducting the lessons and space for notes. The teachers' logs are intended to inform students about the 11 communications and construction jobs; the lessons include activities and games that help students practice sequencing, estimating, vocabulary and word skills (synonyms, antonyms, and compound words), logic, fact finding, and spelling. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

ED 248 097 RC 014 945

Manufacturing/Marketing & Distribution. B6.

CHOICE: Challenging Options in Career Education.

Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-84-0023

Note—507p.; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities—laminated folders—\$30.00 plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Career Education, Cognitive Development, Educational Games, Elementary Education, *Grade 5, Instructional Materials, Language Arts, *Learning Activities, *Manufacturing Industry, Marketing, *Migrant Education, Occupational Clusters, *Occupational Information, Skill Development, Teaching Guides, Units of Study Identifiers—*CHOICE (Career Education Curriculum)

The documents aggregated here comprise the fifth grade unit of a career education curriculum designed for migrant students. Focusing on 11 occupations in manufacturing, marketing, and distribution, the combined teacher and student logs contain lessons and activities about the tools and tasks of workers in the 11 occupations: union representative, welder, machinist, assembly worker, textile designer, chemist, buyer, sales representative, accountant, commercial artist, and trucker. The logs contain all the student activities with instructions for their use, answers to the puzzles and activities, an orientation to the unit, vocabulary lists for each occupation, suggestions for further activities, and space for notes. The activities and puzzles are intended to provide occupational information while they reinforce the skills of matching, fact finding, determining the main idea, outlining, spelling, and logical validity. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (NQA)

ED 248 098 RC 014 946

Marine Science/Business & Office. B7. CHOICE:

Challenging Options in Career Education.

Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—[83]

Grant—28-84-0023

Note—483p.; For related documents, see RC 014 923-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

Available from—CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities—laminated folders—\$30.00 plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—*Business, *Career Education, Cognitive Development, Educational Games, Elementary Education, *Grade 6, Instructional Materials, Language Arts, *Learning Activities, Mathematics Skills, *Migrant Education, Occupational Clusters, *Occupational Information, Office Occupations, Skill Development, Teaching Guides, Units of Study

Identifiers—*CHOICE (Career Education Curriculum), *Marine Occupations

The documents aggregated here comprise the grade six unit of a career education curriculum designed for migrant students. Focusing on marine science, business, and office occupations, the combined teacher and student logs contain learning activities related to nine jobs: hydrographer, marine biologist, fish hatchery technician, boat builder, clerical worker, actuary, cashier, assistant bank manager, and computer operator. The logs include an orientation to the unit, an introduction and review sections for the nine jobs, vocabulary lists, ideas for further activities, space for notes, answers to the exercises and all the student activities and instructions for their use. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated student activities are intended to provide information about the nine jobs as well as to reinforce vocabulary, outlining, charting, graphing, spelling, logical validity, writing, classifying, and, particularly, mathematics skills. The activity folders are designed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (NQA)

SE

ED 248 099

SE 044 745

Resnick, Lauren B.

Beyond Error Analysis: The Role of Understanding

in Elementary School Arithmetic.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Report No.—LRDC-1984/30

Pub Date—84

Note—17p.; Document contains light type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Algorithms, Arithmetic, *Cognitive Processes, Educational Research, Elementary Education, *Elementary School Mathematics, *Error Patterns, *Mathematics Instruction, *Subtraction

Identifiers—*Mathematics Education Research

Research recurrently indicates that children who have difficulty with arithmetic often use systematic routines that yield wrong answers. Recent research has focused less on identifying the most common errors among groups of children and more on analyzing individual children's errors. This paper considers the source of systematic errors in subtraction with multidigit numbers and appropriate instructional responses. The author argues that conceptual misunderstandings lie at the heart of many errorful procedures, and that these misunderstandings are what should be addressed in instruction, as well as the problem of linking conceptual understanding to procedural skill. Following an analysis of the nature of "buggy algorithms" in subtraction, teaching the semantics of procedures is considered. Principles of subtraction and place value are presented, and chil-

dren's knowledge of the principles is reviewed. Instructional experiments on how the principles apply to written arithmetic are described. Finally, conclusions and some questions are presented. The importance of error analysis research is confirmed. Systematic errors probably arise from a basic failure to mentally represent arithmetic procedures in terms of operations on quantities within a principled number system, rather than as operations on symbols that obey largely syntactic rules. (MNS)

ED 248 100

SE 044 747

Merseth, Katherine K.

Math and Science Teacher Shortages: Dilemmas

Old and New.

Pub Date—15 Apr 83

Note—17p.; An Address to The Council for Basic Education Conference "Math and Science; Where Are the Teachers?" (Washington, DC, April 15, 1983).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Philosophy, *Mathematics Education, *Mathematics Teachers, *Science Education, *Science Teachers, Speeches, *Teacher Characteristics, *Teacher Shortage

This presentation describes the problem of teacher shortages in mathematics and science, providing a brief overview and some background for subsequent discussions of possible activities, solutions, and strategies. Five views that shape the problem definition are first given: (1) individual teachers do make a difference; (2) to be effective, teachers must be masters of what they teach, and must find their subjects intensely intriguing; (3) solving the teacher shortage should be focused at all levels; (4) the problem is one of both quantity and quality; and (5) this is not a new problem. Then two reasons for the teacher shortages are discussed: the severe reduction in the number of newly trained persons entering teaching, and the large exodus of those in teaching. The decline in quality and the decreasing ability of the profession to attract academically able individuals are then explored in terms of social, demographic, and economic factors. What we know of the typical teacher is reviewed in terms of lower teacher-pupil ratios, better education, lowered regard for teaching, and experience. Finally, reasons for the concern about mathematics and science education are discussed. (MNS)

ED 248 101

SE 044 748

Merseth, Katherine K.

The Midcareer Math and Science Teacher Training Program at Harvard University.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date—Aug 84

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Mathematics Teachers, *Program Descriptions, *Science Teachers, Secondary Education, *Secondary School Mathematics, *Secondary School Science, *Teacher Education

Background information on the shortage of teachers in mathematics and science is first summarized, with discussion of reasons why fewer persons are entering teaching and many experienced teachers are leaving. Then the Midcareer Mathematics and Science Program is described. It is designed to provide mid- to late-career professionals who already possess quantitative backgrounds with the training they need to become secondary school mathematics and science teachers. With six students in 1983 and 20 in 1984, it reaches those for whom the economic constraints of teaching are of less concern, status has already been attained in another field, and the change of pace and environment are welcomed. Conducted during the academic year with optional summer workshops, the eight courses in the program are divided among educational theory, methods of teaching mathematics and science, classroom practice, and electives. Consideration of developmental psychology and of schools as organizations are included, and participants work directly with practicing classroom teachers in a variety of high school settings. The program's objectives and its advantages are both discussed. (MNS)

ED 248 102

SE 044 750

Acid Rain: What It Is - How You Can Help!

National Wildlife Federation, Washington, D. C.

Pub Date—[83]

Note—15p.

Available from—National Wildlife Federation, 1412 16th St. NW, Washington, DC 20036 (single copy free; additional copies \$0.15 each).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Air Pollution, Chemistry, Ecology, Economics, Environmental Education, *Environmental Influences, Federal Legislation, Hazardous Materials, *Physical Environment, Secondary Education, *Water Pollution

Identifiers—*Acid Rain, Proposed Legislation

This publication discusses the nature and consequences of acid precipitation (commonly called acid rain). Topic areas include: (1) the chemical nature of acid rain; (2) sources of acid rain; (3) geographic areas where acid rain is a problem; (4) effects of acid rain on lakes; (5) effect of acid rain on vegetation; (6) possible effects of acid rain on humans; (7) economic losses related to acid rain; and (8) a possible solution (suggesting that the pollutants causing acidity be controlled). Comments from the National Academy of Sciences on the acid rain problem, proposed federal legislation related to the growing environmental threat posed by acid rain, and information on what individuals can do to help control acid rain are included. (JN)

ED 248 103 SE 044 751
Science in Society, Omnibus Pack, Readers M-P.

Association for Science Education, Cambridge (England).

Report No.—ISBN-0-435-54044-0; ISBN-0-435-54045-9; ISBN-0-435-54046-7; ISBN-0-435-54047-5

Pub Date—83

Note—270p; For related documents, see ED 214 753-754.

Available from—Association for Science Education, College Lane, Hatfield, Hertfordshire, AL10 9AA, England.

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Coal, College Science, Disarmament, Energy, *Energy Conservation, *Engineering, Environmental Education, *Fuels, Higher Education, Mining, *National Defense, Reading Materials, Science Education, *Secondary School Science, Social Problems, *Transportation

Identifiers—Great Britain, *Science and Society, Science in Society Project

Four additional readers have been written for use in the Science in Society general studies project. Three of the readers discuss the applications and importance of engineering in the world. They include: Engineering 1 (Reader M), which discusses such topics as the role of engineering in society, structural design and engineering, the engineering solution to the flooding of London, engineering design, medical engineering, microelectronics, and robots; Engineering 2 (Reader N), which examines air transportation, rail technology, the automobile in the year 2000, engineering and sea transport, space vehicles, navigation, and agriculture and aviation; and Engineering 3 (Reader O), which discusses such topics as oil exploration and production, coal mining, supply and use of gas, coal processing, use of coal, chemical and processing engineering, water supplies, and sewerage. The fourth reader (Reader P) discusses vital issues of defense and whether or not nuclear arms are necessary. The use of energy in British society and the need for energy conservation are also considered. (JN)

ED 248 104 SE 044 752
Solomon, Joan

How Can We Be Sure? Science in a Social Context.

Association for Science Education, Cambridge (England).

Report No.—ISBN-0-631-91970-8

Pub Date—83

Note—40p; For related documents, see SE 044 753-756.

Available from—Association for Science Education, College Lane, Hatfield, Hertfordshire, AL10 9AA, England (1.70 pounds).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Citizen Participation, *Decision Making, Environmental Education, Learning Theories, Prediction, Science Education, *Scientific Enterprise, Secondary Education, *Secondary School Science, *Social Influences, Technology

Identifiers—Great Britain, *Science and Society,

*Scientific Theories

Science In a Social Context is a series of eight books based on the project SISCON-in-Schools. The books provide a new course in science and society for general studies at sixth-form level. The course has been specially designed to make scientific problems accessible to the non-scientist, as well as to explain the social aspects of science to the scientists. This book focuses on the nature of scientific explanations and on making decisions about the scientific and technological matters that affect human beings. Major areas considered include: what it is possible to be certain about; universal statements upon which arguments can be based; the invention of scientific theories (examining experiments, prediction and imagination, and controversy between rival theories); and learning theories. The unit concludes with a discussion of citizen participation in decision-making on technological issues, at central, local, and protest group levels. (JN)

ED 248 105

SE 044 753

Solomon, Joan

Technology, Invention and Industry. Science in a Social Context.

Association for Science Education, Cambridge (England).

Report No.—ISBN-0-631-91980-5

Pub Date—83

Note—36p; For related documents, see SE 044 752-756.

Available from—Association for Science Education, College Lane, Hatfield, Hertfordshire, AL10 9AA, England (1.70 pounds).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Electronics, Environmental Education, *Industry, *Inventions, Plastics, Research and Development, Science Education, Secondary Education, *Secondary School Science, Social Influences, *Technology

Identifiers—Great Britain, Microelectronics, *Science and Society

Science In a Social Context is a series of eight books based on the project SISCON-in-Schools. The books provide a new course in science and society for general studies at sixth-form level. The course has been specially designed to make scientific problems accessible to the non-scientist, as well as to explain the social aspects of science to the scientists. This four-section book is used in an optional unit which focuses on technology, invention, and industry. Section 1 discusses several factors which help make a new technology succeed. Four stories illustrating these factors are included. Section 2 briefly examines research and development (R&D) in industry. Case studies of two industrial inventions, plastics and microelectronics, are provided in sections 3 and 4 respectively. The history of these industries as well as the effects of their developments on society are discussed. Instances of lucky choices exploited but not understood, "market pull" due to some other new development within the community, "breakthrough" when some relevant scientific puzzle has been solved, technological research needed to apply a new invention, problems with new production processes, and social effects of the new technology are considered in both case studies. (JN)

ED 248 106

SE 044 754

Solomon, Joan

Evolution and the Human Population. Science in a Social Context.

Association for Science Education, Cambridge (England).

Report No.—ISBN-0-631-91990-2

Pub Date—83

Note—39p; For related documents, see SE 044 752-756.

Available from—Association for Science Education, College Lane, Hatfield, Hertfordshire, AL10 9AA, England (1.70 pounds).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Contraception, Environmental Education, *Evolution, Genetic Engineering, *Genetics, *Religious Factors, Science Education, Secondary Education, *Secondary School Science, *Social Influences

Identifiers—Great Britain, *Science and Society

Science In a Social Context is a series of eight books based on the project SISCON-in-Schools. The books provide a new course in science and society for general studies at sixth-form level. The course has been specially designed to make scientific problems accessible to the non-scientist, as well as to explain the social aspects of science to the scientists. This teaching guide includes: (1) information on planning for the course; (2) comments on instructional strategies (including use of experimen-

tific problems accessible to the non-scientist, as well as to explain the social aspects of science to the scientists. This book is used in a unit which focuses on evolution. The first part of the unit concerns the voyage of the Beagle and the emergence of Darwin's theory of evolution. Topic areas considered include: early ideas on evolution; the voyage of the Beagle; the mechanism for evolution; religious reaction to evolution; evidence for evolution; social Darwinism; eugenics; birth control; and racialism. The second part of the unit starts with some simple facts about genetics in an attempt to make sense of moral, medical, and legal dilemmas connected with genetically handicapped babies. Genetic defects of babies, genetic counselling, new ways to start life, mutations, and genetic engineering are then discussed. (JN)

ED 248 107

SE 044 755

Solomon, Joan

Ways of Living. Science in a Social Context.

Association for Science Education, Cambridge (England).

Report No.—ISBN-0-631-91960-0

Pub Date—83

Note—40p; For related documents, see SE 044 752-756.

Available from—Association for Science Education, College Lane, Hatfield, Hertfordshire, AL10 9AA, England (1.65 pounds).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Air Pollution, Astronomy, *Ecology, *Environmental Education, Fuels, Housing, Industrialization, Industry, Minerals, *Natural Resources, Science Education, Secondary Education, *Secondary School Science, *Technology, Water Resources

Identifiers—Great Britain, *Science and Society

Science In a Social Context is a series of eight books based on the project SISCON-in-Schools. The books provide a new course in science and society for general studies at sixth-form level. The course has been specially designed to make scientific problems accessible to the non-scientist, as well as to explain the social aspects of science to the scientists. This six-section book is used in a unit which focuses on ways of living. Section 1 examines prehistoric astronomy to see how technology and science can serve a community. Section 2 (which includes astrology) demonstrates the difference between primitive and modern science. Section 3 shows the effect of technology and industrialization on individual's lives. The nature of ecology, cutting forests and clearing lands, crops and pesticides, and fertilizers are among the topics addressed. Section 4 discusses sewage and the water supply and the relationship between industry and water. Section 5 focuses on air pollution, considering smog and the Clean Air Act, sulfur dioxide (the acid rain gas), the danger from car fumes, and the problem of increased carbon dioxide production. Section 6 considers dwindling mineral and fuel resources, recycling problems, homes in crowded cities, and the impact of new technologies. (JN)

ED 248 108

SE 044 756

Addinell, Sue, Comp. Solomon, Joan, Comp.

Science in a Social Context: Teacher's Guide.

Association for Science Education, Cambridge (England).

Report No.—ISBN-0-902786-89-X

Pub Date—83

Note—80p; For related documents, see SE 044 752-755.

Available from—Association for Science Education, College Lane, Hatfield, Hertfordshire, AL10 9AA, England (3.50 pounds).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Course Descriptions, *Environmental Education, Science Education, Secondary Education, *Secondary School Science, *Social Influences, Teaching Methods, *Technology, *Units of Study

Identifiers—Great Britain, *Science and Society, *Science In a Social Context

Science In a Social Context is a series of eight books based on the project SISCON-in-Schools. The books provide a new course in science and society for general studies at sixth-form level. The course has been specially designed to make scientific problems accessible to the non-scientist, as well as to explain the social aspects of science to the scientists. This teaching guide includes: (1) information on planning for the course; (2) comments on instructional strategies (including use of experimen-

tal work, discussions, films, television, magazines, and simulations and games); and (3) information on the eight units. Unit titles are: Ways of Living; How Can We Be Sure?; Technology, Invention, and Industry; Evolution; The Atomic Bomb; Energy; Health, Food, and Population; and Space, Cosmology, and Fantasy. The information provided with each unit includes a unit summary and lists of experiments, books, discussion topics, field trip sites, television series, 16mm films, and sources of information. The course syllabus, sample examination questions, and a list of film libraries are provided in appendices. (JN)

ED 248 109 SE 044 757

Trefil, James S.
The Unexpected Vista: A Physicist's View of Nature.

Report No.—ISBN-0-684-17869-9

Pub Date—83

Note—215p.

Available from—Charles Scribner's Sons, 597 Fifth

Avenue, New York, NY 10017 (\$14.95).

Pub Type—Books (010) — Information Analyses

(070) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—College Science, Electricity, *Energy,

*Heat, Higher Education, *Light, Magnets,

*Physics, *Science Experiments, *Scientific Concepts, Secondary Education, Secondary School Science

This 12-chapter book examines different phenomena as viewed by those trained in physics. These views (or vistas) are promulgated to demonstrate that the infinite variety of things seen in the material world can be reduced to a handful of general laws and to share with the public the richness of the scientist's world view. The phenomena examined focus on: (1) heat and energy; (2) relative position and motion; (3) the well-balanced universe; (4) properties of light (considering oil slicks and the electron); (5) why rainbows are never seen in winter; (6) why magnets won't pick up pennies; (7) thermometers and temperature; (8) why hot air comes out of the bottom of a refrigerator even though the inside is cold; (9) how an electrical current in a light bulb gives rise to so much heat and so little light; (10) what a giant would look like; (11) why the sky is blue; and (12) the grand unification theory. (JN)

ED 248 110 SE 044 758

Science and Technology Fairs: An Organization Guide.

Pub Date—[83]

Note—30p.

Available from—British Association for the Advancement of Science, Fortress House, 23 Savile Row, London W1X 1AB, England.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Science, *Elementary School Science, Elementary Secondary Education, Financial Support, Higher Education, *Planning, Science Education, *Science Fairs, Science Projects, *Secondary School Science, Technology Identifiers—*Great Britain

Science and technology fairs are designed to display project work completed by students from a wide range of ages and abilities. The key to organizing a successful fair is advanced planning. This guide which has been compiled with the help and advice of many fair organizers, is intended to provide a checklist of items for organizers of future events. These items are arranged in eight stages: I (15-12 months before the fair); II (12-9 months before the fair); III (9-6 months before the fair); IV (6-3 months before the fair); V (checklist and run-up to the fair); VI-VII (during the fair); and VIII (after the fair). A list of possible items of expenditure, information on funding (with sample application forms and guidelines), and sample exhibitor's entry and requirements form are included in appendices. (JN)

ED 248 111 SE 044 759

Hale, Michael E. And Others

Development of a Computer Animated Science Process Skills Test.

Pub Date—Apr 84

Note—12p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Science, *Computer Assisted Testing, Computer Graphics, Higher Education, *Process Education, Science Education, *Science Tests, Secondary Education, *Secondary School Science, *Test Construction Identifiers—*Computer Animation, Science Education Research

The graphics and animation capabilities of computers offer a new dimension in science testing. Instead of presenting verbal situations or questions with accompanying pictures, computers can present simulated actions and events that are the focus of science questions. The purpose of this project was to develop a valid and reliable computer-based test of integrated process skills that employed both graphics and animation to present and pose questions about science phenomena. A pool of items was prepared to assess variable identification, hypothesis formation, operational definition, experimental design, and interpretation of data. Field trials of the computer-based test were conducted with more than 150 students in grades 9 through college level. Students completed the test at computer terminals in about 45 minutes. The results of the field trial show the test to have good reliability. Difficulty and discrimination indices are within the limits expected for tests used to assess criterion-referenced achievement. The computer animated test represents an alternative way to present science phenomena to students for classroom assessment or in research and evaluation studies. (Author)

ED 248 112 SE 044 760

Welch, Wayne W. And Others
Women in Science: Perceptions of Secondary School Students

Pub Date—30 Apr 84

Note—14p; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 30, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment, *Females, High Schools, Racial Differences, Science Education, *Scientists, *Secondary School Science, *Secondary School Students, Sex Bias, *Sex Differences, *Student Attitudes

Identifiers—National Science Foundation, Science Assessment Research Project, Science Education Research

The Science Assessment Research Project assessed the science achievement and attitudes of 18,000 9-, 13-, and 17-year-old students nationwide. This study investigated the attitudes of a random sample of 1,955 17-year-old students' attitudes toward women in science as indicated by responses to seven Likert items administered during the assessment. Specific research questions addressed were: (1) What are the attitudes of secondary school youth toward women as scientists? (2) Are these attitudes different for males and females? (3) At what age do they originate? (4) What are some of the correlates of adolescents' attitudes toward the role of women in science? (5) What is the potential for such attitudes influencing science career choices? Among the findings reported are those indicating that, in general, 17-year-olds expressed a positive attitude toward the role of women in science and that girls expressed significantly more positive attitudes toward women in science than did boys. Similar findings were noted when these results were compared to those of 13-year-olds, suggesting that the male sex-bias attitude is stable across age group (and race). Although the source of the sex-bias attitude remains unknown, it seems to be related to slightly lower ability. (JN)

ED 248 113 SE 044 761

Dassey, John

Illinois Secondary School Course Offerings, 1982:

Special Report on Mathematics.

Illinois State Board of Education, Springfield, Dept.

of Planning, Research and Evaluation.

Pub Date—Jun 84

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Course Descriptions, Educational Research, *Enrollment Trends, Junior High Schools, *Mathematics Education, Secondary Education, *Secondary School Mathematics, Sex Differences, *Surveys Identifiers—*Illinois

This report on the second Census of Secondary School Course Offerings, conducted in 1982, provides data on offering and enrollments in the Illinois public schools grades 7 through 12, and updates the first Census of 1977. Data were collected for 489 junior high schools (82% of the total) and 719 high schools (99% of the total). Discussed in the report are demographic characteristics, including enrollment statistics; the typical mathematics program in junior high schools and in senior high schools, including course offerings; and sex-related information on student enrollment in mathematics, including analyses by course. The summary indicated that a larger proportion of students was enrolled in mathematics courses in 1982 than in 1977. The mathematics curriculum at the high school level continues to follow a traditional pattern, with elementary algebra and plane and solid geometry the most commonly offered courses. Remedial mathematics courses are more likely to be found in large high schools than in small ones. Mathematics enrollment was greater for females than for males between 1977 and 1982. A notable increase was found in Computer Mathematics offerings and enrollment. (MNS)

ED 248 114 SE 044 762

The Helping Book: Third Grade Math. Bulletin

1728.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—Sep 82

Note—115p; For parents of ECIA, Chapter 1 Third

Grade Students.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Answer Keys, *Basic Skills, Computation, Drills (Practice), Educational Games, *Elementary School Mathematics, Grade 3, *Learning Activities, *Mathematics Instruction, Number Concepts, *Parent Participation, Primary Education, Workbooks

Identifiers—*Louisiana

This book was developed by teachers for parents to work through with their children. Learning activities are provided for each of the mathematics skills on the third-grade Basic Skills Test in Louisiana. Two pages of practice activities and games are provided for each skill, plus a test question similar to that on the Basic Skills Test. The topics covered include: numeration (number words, place value, ordinal numbers); whole-number operations (addition, subtraction, multiplication); fractions; relations and functions (greater than, odd and even numbers); measurement and estimation (calendar, money, time, inches and centimeters); geometry (shapes); and word problems (addition, subtraction, multiplication). Answer keys are provided. (MNS)

ED 248 115 SE 044 763

Physical and Life Scientists. Bulletin 2205-5.

Bureau of Labor Statistics (DOL), Washington,

D.C.

Pub Date—84

Note—13p; Reprinted from the Occupational Outlook Handbook, 1984-85 Edition. For earlier edition, see ED 158 125.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agriculture, *Biological Sciences, Chemistry, Conservation (Environment), Employment, *Employment Qualifications, Forestry, Geology, Geophysics, Meteorology, *Occupational Information, *Physical Sciences, Physics, *Science Careers, *Scientists, Secondary Education, Secondary School Science

This document provides information about careers in the agricultural sciences, the biological sciences, chemistry, forestry and conservation, geology and geophysics, meteorology, and physics. The information, presented in separate sections for each of these disciplines, includes: (1) nature of the work performed by scientists in the discipline(s); (2) working conditions; (3) employment; (4) training, other qualifications, and advancement opportunities; (5) job outlook; (6) earnings; (7) related occupations; and (8) sources of additional information. (JN)

ED 248 116 SE 044 765

Ochola, Joel Aduma

Investigating the Relevance of Some Suggested

Textbooks for the Teaching of the New Chemis-

try Syllabus in Kenyan Secondary Schools. African Studies in Curriculum Development & Evaluation No. 88.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—Jul 83

Note—106p; Requirement for the Post-Graduate Diploma in Curriculum Development, University of Nairobi. Portions may be marginally legible due to light type.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Chemistry, *Course Descriptions, *Curriculum Development, Inquiry, Relevance (Education), Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Textbook Research, *Textbooks, Textbook Selection

Identifiers—*Kenya, Science Education Research
This study was designed to find out how far suggested textbooks have been adopted in teaching a new chemistry syllabus in Kenya and if the chemistry books now being used in schools to teach the new syllabus involve activity and encourage the process of scientific inquiry. The new syllabus is a merger between the traditional separate chemistry syllabus and the Secondary Science Project chemistry syllabus. Data were obtained by means of three instruments (included in appendices): a student questionnaire, a teacher questionnaire, and a textbook rating sheet. Among the results reported are those indicating that the 10 teachers surveyed did not know of an established procedure and criteria for recommending and selecting textbooks, that only three of the six suggested books were found in the schools investigated, and that for both teachers and students, the major role of the textbook is that of providing information. Two of the recommendations offered suggest the need to decentralize the procedure for recommending books at the school level to involve all teachers, and to conduct a more exhaustive evaluation of the chemistry course to determine if objectives are being met and the kinds of problems hindering their successful implementation. (JN)

ED 248 117

SE 044 766

Abdi, Ahmed Ali

Revision of Primary I-III Science Curriculum in Somalia. African Studies in Curriculum Development & Evaluation No. 83.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—57p; Requirement for the Post-Graduate Diploma in Curriculum Development, University of Nairobi.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, Elementary Education, *Elementary School Science, Foreign Countries, *Instructional Improvement, Instructional Materials, *Science Curriculum, Science Education, *Science Instruction, Science Teachers, *Teacher Qualifications

Identifiers—Science Education Research, *Somalia
This study was designed to evaluate: (1) the content of the primary I-III science curriculum in Somalia; (2) the instructional materials that back up the content and methodologies; and (3) the professional competence of the teachers in charge of teaching this subject. Data were collected by means of a questionnaire, observations, and unstructured interviews from teachers, inspectors and curriculum developers in rural and urban schools. Findings indicate that the curriculum is poorly taught in all the 50 schools examined. Specifically: the level of content is difficult for students to grasp; textbooks, which have few illustrations, are not available for all students; the level of language used in the textbooks is difficult; improvisation of such materials as textbooks and teaching aids is inadequate; the school environment is not used; teachers are crash-trained and their level of knowledge is below average; and teachers are not offered retraining courses. Based on these and other findings several recommendations are offered. They include reviewing the primary I-III syllabus in terms of topics and difficult con-

cepts, providing primary teachers with greater background in science, and utilizing laboratories in teacher training colleges. (JN)

ED 248 118

SE 044 767

Walugere, Richard

The Effectiveness of Radio Programmes as a Strategy for Teaching Science in Primary Schools in Uganda. African Studies in Curriculum Development & Evaluation No. 86.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—27p; Portions may be marginally legible due to light type.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Curriculum Development, *Educational Radio, Elementary Education, *Elementary School Science, *Program Effectiveness, Programming (Broadcast), Science Education, *Science Instruction, *Science Programs

Identifiers—Science Education Research, *Uganda
This study assessed the efficiency of the current science radio programs in Uganda, determined whether there exists any significant difference in performance of students who receive radio lessons in science and those who do not, and assessed problems associated with the utilization of the science radio programs in primary classes. Data were collected from students (N=160) and teachers (N=8) using a teacher questionnaire and student achievement test. (These instruments are provided in appendices.) Findings indicate that using the radio program is an effective strategy for teaching science and that the programs are effective in helping students learn the desired concepts and values. However, the majority of the teachers did not prepare lesson plans for the radio lessons or prepare their students for the radio lessons. Therefore, the programs were not efficiently utilized because few students could follow them without the help of the teacher. These and other findings suggest a need for sound teacher training in the use of the radio programs and the provision of classroom support materials. (JN)

ED 248 119

SE 044 768

Oteva, John Odhiambo

The Factors Affecting the Teaching of Biology in Both Government and Harambee Secondary Schools in Kenya. African Studies in Curriculum Development & Evaluation No. 80.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—41p; Requirement for the Post-Graduate Diploma in Curriculum Development, University of Nairobi. Light type throughout most of document.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Biology, Curriculum Development, Foreign Countries, Performance Factors, Science Education, *Science Instruction, *Science Laboratories, Science Teachers, Secondary Education, *Secondary School Science, *Teacher Qualifications, *Textbooks

Identifiers—*Kenya, Science Education Research
This study investigated the contributions of the professional qualification of biology teachers, laboratory facilities, and biology textbooks to the teaching of biology in 10 government and 10 harambee schools in Kenya. Biology is currently a compulsory subject in all secondary schools in this country. Data were obtained from questionnaires administered to curriculum developers, head teachers, biology teachers, biology laboratory assistants, and students in form four schools. (These questionnaires are included in appendices.) Findings indicate that the more professionally qualified the teacher in a given school and that the availability of laboratory facilities helped students understand certain concepts learned in theory classes. Students also performed better in schools which had many differ-

ent types of textbooks available to teachers and students. In addition, students performed better in schools in which they did not have to share their textbooks. Several recommendations based on these and other findings are offered. One recommendation is to supply syllabi and teaching guides to all schools, especially those with untrained teachers. (JN)

ED 248 120

SE 044 769

Mutsumu, Myra Kanaidza

An Investigation into the Relationship Between Theory and Practical Biology at 'A' Level in Kenyan Secondary Schools. African Studies in Curriculum Development & Evaluation No. 100.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—93p; Requirement for the Post-Graduate Diploma in Curriculum Development, University of Nairobi. Portions of document are in light type.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Biology, Correlation, Curriculum Development, Foreign Countries, *Performance Factors, Science Education, *Science Tests, Secondary Education, *Secondary School Science, Sex Differences, *Test Format

Identifiers—*Kenya, Science Education Research
Until 1982, achievement in A-level biology in Kenya was measured by an examination which consisted of four papers, three measuring theory work and one measuring practical skills. In 1982, a three paper examination was developed, the first two papers measuring theory and the third paper measuring practical skills. Based on the change in the test format (and also on the concern for the Kenya National Examination Council's great emphasis on the practical examination in determining the overall grade of candidates), this study: (1) determined the degree of correlation between biology papers I and II, between biology papers I and III, and between biology papers I, II, and III for all schools, national schools, non-national schools, girls' schools, and boys' schools in 1982; (2) repeated the above correlations for 1981 biology papers I, II, III, and IV; and (3) investigated some of the reasons and causes for the correlations obtained. Results indicate low correlation coefficients between the theory papers and between theory and practical papers for both 1981 and 1982. In addition, lack of coverage of the A-level biology syllabus was found to be a major factor contributing to the low correlations. Recommendations based on these and other findings are included. (JN)

ED 248 121

SE 044 770

Jeeorburkhan, M. Fazal

An Evaluation of the Agriculture Science Project in Mauritius. African Studies in Curriculum Development & Evaluation No. 102.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—Aug 83

Note—136p; Requirement for the Post-Graduate Diploma in Curriculum Development, University of Nairobi. Several pages are in light type.

Pub Type—Dissertations/Theses - Undetermined (040) — Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Agriculture, Course Content, Course Objectives, *Curriculum Development, Curriculum Evaluation, Educational Research, Foreign Countries, Instructional Material Evaluation, *Relevance (Education), Secondary Education, *Secondary School Curriculum, Student Attitudes, Teacher Education, *Teaching Methods

Identifiers—*Mauritius

This study evaluated the Agricultural Curriculum Project which is being implemented in 16 secondary schools in Mauritius. Specific areas examined included: (1) the relevance, appropriateness, and practicability of the project's general objectives; (2) the relevance, balance, and organization of the course content; (3) the effectiveness and feasibility of the teaching and learning strategies; and (4) various aspects of the instructional materials used. Data

were obtained from teachers, students, and experts by means of questionnaires (included in appendices), interviews, and direct classroom observation. Thirty-one major conclusions are drawn from the analysis of these data; for example, it was found that agriculture is among the three subjects in the curriculum which students prefer most, that the subject is satisfactorily taught in most schools through a combination of different teaching/learning strategies, that these strategies ensure the development of understanding and critical thinking, and that program materials are good in arousing students' interest and are fairly rich in exercises and activities. Ten recommendations are offered based on these and the other conclusions, including the suggestion that more practical activities such as gardening and animal raising be incorporated into the program. (JN)

ED 248 122 SE 044 771

Musoko, Joyce Nausumbi

The Role of the Laboratory in the Teaching of Ordinary Level Physics in Kenya Secondary Schools. African Studies in Curriculum Development & Evaluation.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—79p; Requirement for the Post-Graduate Diploma in Curriculum Development, University of Nairobi. Uneven type quality in portions of document.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Classroom Observation Techniques, Curriculum Development, Educational Objectives, Interaction, *Physics, Science Education, Science Equipment, *Science Instruction, *Science Laboratories, Secondary Education, *Secondary School Science, Teacher Attitudes, *Time Factors (Learning)

Identifiers—*Kenya, Science Education Research
This study was designed to: (1) determine the extent of the availability of physics laboratories in Kenya's secondary schools; (2) assess the quality of the laboratories in terms of how well they are equipped, how much it costs to equip them, and how often materials are purchased; (3) assess the quantity of laboratory work done in terms of time spent doing practical work; (4) examine the quality of investigative laboratory work, considering to what extent objectives for practical work have been met and whether the work done in the laboratory is individual, group- or teacher-centered; and (5) assess the effect of laboratories on the performance at O-level examinations. Data were obtained from school personnel using questionnaires (included in appendices) and interviews, laboratory observations using Flanders interaction analysis and the Laboratory Programmes Variables Inventory, and the Kenya Certificate Examination. Results are provided in separate sections for each of the five areas examined. Recommendations based on these results include ensuring the availability of a physics laboratory for all schools regardless of the physics course taught, setting a minimum quantity of laboratory equipment in all schools, and providing support materials when changes are made in the physics syllabi. (JN)

ED 248 123 SE 044 772

Kahuki, Isaiiah Njau

Evaluation of Three Course Patterns for the Implementation of Science Laboratory Technician Curriculum in Applied Sciences. African Studies in Curriculum Development & Evaluation.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—Aug 83

Note—91p; Requirement for the Post-Graduate Diploma in Curriculum Development, University of Nairobi. Portions of document in light type.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *College Science, *Course Organization, Curriculum Development, Curriculum Evaluation, Higher Education, *Paraprofessional Personnel, Program Length, *Retention (Psychology), Science Educa-

tion, Teacher Attitudes

Identifiers—*Kenya, Science Education Research

Three course patterns are currently available to laboratory technician trainees in Kenya. Students may select the full time option (attending classes full time), the sandwich option (alternating between a term of employment and a term of full time studies), or the day release option (attending classes one full day per week from 8:00 a.m. to 6:30 p.m.) until the course is completed. This research examined whether any of these three patterns is superior to the others. Specific areas investigated included the differences in mean scores at the end of the course, the opinions of lecturers regarding the three patterns, and how much of the practical skills and theoretical knowledge taught is retained by the trainees in each of the three patterns. Findings indicate that students in full time classes performed better on the final examination than students in day release classes and that there were no differences in the attitudes of lecturers toward the three course patterns. Several recommendations are offered based on these and other findings. For example, the fulltime and sandwich patterns are appropriate for the weaker student who needs a boost in examination performance. (Supporting documentation, including questionnaires used and additional data, are provided in appendices.) (JN)

ED 248 124 SE 044 773

Mbiru, M. W. N. K.

Problems of Teaching Junior Secondary Mathematics in Kenya. African Studies in Curriculum Development & Evaluation.

African Curriculum Organisation.

Spons Agency—German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—45p; Parts of document are in light type.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, *Curriculum Development, Educational Research, Mathematics Curriculum, *Mathematics Instruction, *Mathematics Teachers, Secondary Education, *Secondary School Mathematics, Surveys, Teacher Education, Teacher Effectiveness, *Teacher Qualifications, Teaching Methods

Identifiers—*Kenya, *Mathematics Education Research

The introductory chapter provides an overview on mathematics instruction in Kenyan schools. A survey was conducted largely in the Kigumo division in Murang'a District Central Province to determine problems affecting mathematics instruction in Junior Secondary classes and measures to improve standards. Respondents were 20 head teachers not necessarily mathematics-oriented and 20 mathematics teachers in Forms 1 and 2. The 19-item questionnaire requested information about teachers and their attitudes and competence. Interviews were conducted on how mathematics instruction could be improved. Data are summarized on qualifications, experience, time devoted to mathematics, pupil attitudes, availability of instructional materials, teacher commitment, teaching adequacy, frequency of meetings, allocation of duties, factors affecting achievement, opinions on improving instruction, rating of teaching methods, and relevance of the syllabus. Teachers' comments on mathematics performance are included. The major problems identified were: mathematics curriculum change, shortage of trained mathematics teachers, poor foundation in mathematics at primary level, irregular in-service training, and pupils' belief that mathematics is difficult. Providing frequent in-service, sufficient materials and guidelines, teacher involvement in curriculum development, better terms of employment, exposure to testing procedures, and better communication were suggested. Appendices contain the questionnaires. (MNS)

ED 248 125 SE 044 775

Vacha, T. H.

Rockwell AIM 65 Interfacing: Physics Lab Applications, Air Track Kinematics.

Pub Date—84

Note—10p; Figures 1b and 1c may be marginally legible due to poor print quality.

Available from—T. H. Vacha, 11000 Pleasant Valley Rd., Parma, OH 44130.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acceleration (Physics), *College Science, *Computer Oriented Programs, *Computer Software, Higher Education, *Microcomputers, Motion, *Physics, Science Education, *Science Experiments

Identifiers—*Kinematics

The Rockwell AIM 65 is recommended for use in physics laboratories. Among advantages cited are that the basic board can be purchased customized; for example, it can be purchased with or without a printer, power supply, extra memory, and other items. In addition, the computer is basically designed to control equipment and take data from peripheral equipment. Programming the AIM 65 for experimental work involves using BASIC and assembly programming languages. Two program listings are included for use in a multiple photocell timing experiment. A flow chart illustrating the specific functions being handled by the assembly program and how computing can be done in either assembly or BASIC is also included. When done by careful students using the computer, the experiment takes 5 minutes. Without the computer, the same experiment takes 2 to 2.5 hours. In addition, without computer control, data collection is slow and cumbersome and errors may range from 7 to 20 percent or higher. Use of the computer for data collection is recommended for advanced students who have had two or three laboratory courses. (JN)

ED 248 126 SE 044 776

Landreman, Dolores M.

Proposal Guide. Guide for the Preparation of Proposals for Science Student Research Projects.

Ohio Academy of Science, Columbus.

Pub Date—80

Note—17p.

Available from—The Ohio Academy of Science, 445 King Avenue, Columbus, OH 43201 (\$3.00 per copy).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Research Proposals, Science Education, *Science Projects, Secondary Education, *Secondary School Science, *Student Projects, *Student Research

Organizations such as the Ohio Academy of Science sponsor programs to encourage junior and senior high school students to conduct science projects. These programs are designed to give students who might pursue careers in technical areas a realistic foretaste of some of their future professional responsibilities, including the effective communication of technical information. This guide has been prepared to help students learn about technical proposals and to assist them in preparing proposals for research grants which are made available by the American Association for the Advancement of Science and other sponsors through the Ohio Academy of Science. The guide is divided into three major parts. The first part discusses the nature of a technical proposal. The second part discusses the content of a student proposal. Proposal content includes: objective(s); background information; description of experimental work; significance of anticipated work; and itemized budget. The third part presents a sample format for a proposal and the transmittal letter which must accompany the proposal. (JN)

ED 248 127 SE 044 777

Landreman, Dolores M.

Report Writing Style Guide: Guide for the Preparation of Reports on Science Student Research Projects.

Ohio Academy of Science, Columbus.

Pub Date—Aug 84

Note—41p.

Available from—The Ohio Academy of Science, 445 King Avenue, Columbus, OH 43201 (\$3.00 per copy).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstracts, *Research Reports, Science Education, *Science Projects, Secondary Education, *Secondary School Science, *Student Publications, *Student Research, *Technical Writing

Identifiers—*Outlining

Information for preparing technical reports is presented in this guide. This information includes: (1) descriptions of a technical report, an abstract, and a technical paper; (2) guidelines for writing abstracts and technical reports; (3) guidelines for de-

veloping an outline; (4) a sample student report format; and (5) a technical report appearing in a professional journal and the journal editor's instructions. The guide is designed for use as a supplement to written texts used in regular school English classes. (JN)

ED 248 128 SE 044 778

Mann, Joanne Zinner

Science Day Guide.

Ohio Academy of Science, Columbus.

Pub Date—Aug 84

Note—64p.; This document is a revision and expansion of Science Day Standards Handbook (Ohio Academy of Science, 1966).

Available from—The Ohio Academy of Science, 445 King Avenue, Columbus, OH 43201 (\$3.00 per copy).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Evaluation Criteria, Guidelines, Program Guides, Resource Materials, Science Education, *Science Fairs, *Science Projects, Scientific Research, Secondary Education, *Secondary School Science, *Student Research

Identifiers—Ohio Academy of Science

This guide: (1) discusses why science is basic and considers its relationship to the development of reading and writing skills and the development of language and formal thought; (2) provides a rationale for the educational value of science research projects; (3) presents information to assist teachers in the logical sequencing of students through science projects; (4) provides planning and management guidelines for a successful science day; (5) outlines science day standards for students, judges, teachers, parents, and others planning to conduct science days; (6) reinforces the objectives of the Ohio Academy of Science; and (7) provides (in appendices) 23 outlines, checklists, forms, and sample materials used in developing science projects and science days. The guide is not intended to be read cover to cover at one time. Rather, it is written to be referred to when specific questions come up that need to be answered. (JN)

ED 248 129 SE 044 779

Hill, Ida J.

AP Calculus for Schools without AP Calculus

Teachers.

Pub Date—Jun 84

Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advanced Placement, *Calculus, Computer Oriented Programs, Course Descriptions, Independent Study, *Individualized Instruction, *Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Teaching Methods, *Television, Testing, Textbooks

To meet the need for advanced placement (AP) calculus instruction in Virginia schools faced with a teacher shortage and small enrollments, the Virginia Department of Education in cooperation with schools and television stations is developing a high technology advanced placement credit course. The course has eight components: (1) teleconferences/workshops to inform and initiate interaction with course developers; (2) a program handbook providing specific lesson information for students; (3) twenty linear television lessons on important calculus topics; (4) five interactive video programs using microcomputers and videocassettes; (5) independent computer diskette programs; (6) a teacher's guide to accompany the television programs; (7) a textbook and four ancillary manuals; and (8) a non-credit in-service course for teachers, offered during the summer. Using the handbook as the main assignment reference, the student reports at a scheduled hour for independent study; assistance is provided by an identified teacher contact if necessary. Periodic tests are administered; final evaluation is the Advanced Placement Calculus test of the College Board. Summative research for evaluating the project is being conducted. (MNS)

ED 248 130 SE 044 860

Davis, J. Clarence And Others

Training for Environmental Groups.

Conservation Foundation, Washington, D.C.

Report No.—ISBN-0-89164-083-5

Pub Date—84

Note—136p.

Available from—Publications Department-JJ, The

Conservation Foundation, 1717 Massachusetts Ave., NW, Washington, DC 20036.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation Education, *Environmental Education, Higher Education, *Needs Assessment, *Organizations (Groups), Policy Formation, *Program Descriptions, Resource Allocation, Skill Development, Training, *Training Methods, Training Objectives

Identifiers—*Training Needs

This report examines the need for and resources available to environmental and conservation groups to develop skills in raising money and recruiting new members, managing an organization, communicating with the press, and analyzing policy issues. Data were obtained from 225 questionnaires returned by representative groups (411 were mailed), an extensive literature search, interviews with executives in major environmental groups and providers of training, and a meeting of the heads of university environmental studies programs. Findings indicate that the needs for management, fund raising, membership recruitment, and policy development skills are currently unmet. For example, half the groups surveyed did not know how to meet the training needs they identified. Based on these and other findings, the establishment of a network to identify and link the needs of diverse environmental groups and the increasing number of training resources is recommended. In addition, a pilot program in policy training (funded by private sources), regular meetings of deans of environmental studies programs, and internships are also recommended. (The report provides tables with detailed breakdowns of the results by size of group and budget and discusses the major training resources and organizations.) (JN)

ED 248 131 SE 044 861

Rakow, Steven J.

Predictors of Science Inquiry Knowledge.

Minnesota Univ., Minneapolis. Dept. of Curriculum

and Instruction.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—30 Apr 84

Grant—SED-8022125-A01

Note—36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 30, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, Classroom Environment, Enrollment, Family Environment, High Schools, *Inquiry, Models, *Predictor Variables, *Racial Differences, Science Education, *Secondary School Science, *Sex Differences, Skills, Student Attitudes, Student Characteristics, Student Motivation

Identifiers—National Science Foundation, Science Education Research

This study investigated the influence of student and classroom characteristics on a sample of 17-year-old students' (N=1955) inquiry ability. The sample was obtained from a 1981/1982 national assessment in science carried out by the Minnesota Science Assessment and Research Project. Specific areas addressed included: (1) the effectiveness of the Model of Educational Productivity (MEP) for predicting students' inquiry skills; (2) whether predictors of science inquiry skills differed for males and females; and (3) whether predictors of science inquiry skills differed for white and nonwhite students. Results indicated that the model was capable of accounting for between 24 and 32 percent of the variance in inquiry skill for the general population of 17-year-olds; more specifically, ability alone accounted for between 17 and 22 percent of the variance in inquiry skill for the general population. Little difference in the prediction of inquiry skill for males and females using the model was found. In addition, for nonwhite students, the MEP accounted for only 18 percent of the variance in science inquiry skill; specifically, ability accounted for only 6 percent of the variance, suggesting that little is known about the factors contributing to the science inquiry skill of nonwhite students. (JN)

ED 248 132 SE 044 862

Institutional Manager's Guide to Energy Conservation.

Department of Energy, Washington, D.C. Office of

State and Local Programs.

Spons Agency—Department of Energy, Washington, D.C. Office of State and Local Assistance Programs.

Report No.—DOE-CE-0094

Pub Date—84

Contract—DE-AC01-81CS64571

Note—24p.

Available from—U.S. DOE-TIC, P.O. Box 62, Oak Ridge, TN 37830.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Energy Conservation, *Federal Programs, Nonprofit Organizations, *Program Administration

Identifiers—*Energy Management, *Institutional Conservation Program

The information provided in this guidebook is based on a field evaluation of grantees in the Institutional Conservation Program (ICP). The ICP, authorized by the National Energy Conservation Policy Act of 1978 and administered by the Department of Energy, provides energy audits and 50 percent matching grants for detailed energy analyses and for the installation of energy-saving capital improvement to schools and hospitals. The evaluation studied the experiences of a sample of Cycle I and Cycle II ICP grantees to determine the impacts of the program and the factors that contribute to achieving and sustaining energy savings. Among these factors, strong and effective leadership by institution managers was clearly linked to the success of energy conservation programs. Thus, the key elements of the manager's role in effective energy conservation are highlighted. Major areas considered include: energy and the organization; energy and management decisions; and management and the energy conservation process (focusing on evaluating in-house resources, performing energy analyses, developing and implementing energy management strategies, and maintaining the energy management program). An introduction (providing a description of a typical conservation program and other information) and sources of additional information are included. (JN)

ED 248 133 SE 044 863

An Evaluation of the Institutional Conservation Program: Results of On-Site Analyses. Final Report.

Opportunity Systems, Inc., Washington, DC; Synectics Group, Inc., Washington, DC.

Spons Agency—Department of Energy, Washington, D.C. Office of State and Local Assistance Programs.

Report No.—DOE-CS-64571-1

Pub Date—30 Apr 83

Contract—DE-AC01-81CS64571

Note—152p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Conservation Education, *Cost Effectiveness, Energy, *Energy Conservation, *Federal Programs, *Fuel Consumption, Fuels, Nonprofit Organizations, *Program Administration, Program Descriptions, *Program Evaluation, Schools

Identifiers—*Institutional Conservation Program

The Institutional Conservation Program (ICP) is a voluntary grant program designed to help such non-profit institutions as schools, hospitals, local governments, and public care facilities save energy and reduce anticipated energy-related costs. Another primary ICP goal is to conserve oil, thereby reducing the nation's dependence on imported fuels. Secondary ICP goals include fostering energy conservation awareness, advancing energy conservation science by expanding its technical base of knowledge and the expertise of its specialists, and improving the technical capacity for managing energy use in institutional buildings. An evaluation was conducted to determine: (1) how well the ICP has been administered; (2) if the ICP has achieved its primary goals; and (3) what secondary goals have been attained. This report on the ICF evaluation includes an executive summary, introductory/background information, a description of the methodology and procedures used in the evaluation, and evaluation conclusions and findings obtained by means of site visit observations and data analysis. Appendices contain details on ICP history, additional information about the evaluation methodology and the survey instruments used, and an

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explanation of the assumptions underlying the analysis. In general, ICP was found to be a valuable and well run program that has been achieving its primary goals of helping institutions save energy, money, and oil. (JN)

ED 248 134 SE 044 865

Dye, Aimee
Aviation Curriculum Guide for Middle School Level, Secondary School Level.
Coalition of Indian Controlled School Boards, Inc., Denver, Colo.

Spons Agency—Federal Aviation Administration (DOT), Washington, D.C.

Report No.—APA-5-145-83

Pub Date—[84]

Contract—DOT-FA79WA-4399

Note—71p; Prepared at Little Wound School, Kyle, South Dakota.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aerospace Education, Curriculum Guides, Demonstrations (Educational), Intermediate Grades, *Language Arts, *Learning Activities, *Mathematical Applications, Mathematics Education, Measurement Equipment, *Resource Materials, *Science Activities, Science Education, Secondary Education, *Social Studies

Identifiers—*Aviation Education

This curriculum guide consists of activities and experiences which are organized into four sections by curricular area. These areas (and the major topic areas considered) are: (1) language arts (listening, speaking, and viewing; reading comprehension; media center skills); (2) mathematics (aircraft instruments and aviation applications of mathematics); (3) science (theory of flight and aviation applications of science); and (4) social studies (history and growth of aviation; maps, charts, and globes; methods used in aerial navigation; changing concepts of time and space; and aviation careers). Each section includes a separate table of contents, an overview, a list of objectives, and lists of recommended activities and materials. The guide, designed especially for teachers who have had no special training in aviation education, is not intended to be used as a separate course of study in aviation. Rather, it can most effectively be used to supplement existing curricular materials. In addition, since there is much correlation between language arts, mathematics, science, and social studies, teachers are encouraged to select from the activities and materials in any area that contribute to the achievement of their teaching goals. (JN)

ED 248 135 SE 044 866

Colton, Ted

Safety in the Air: A Curriculum about Flight and Air Traffic Control Designed for Middle School Students.

Spons Agency—Federal Aviation Administration (DOT), Washington, D.C.

Report No.—APA-5-146-83

Pub Date—83

Contract—DTFA01-80-P-83085

Note—55p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aerospace Education, *Airports, *Air Transportation, Intermediate Grades, Junior High Schools, *Learning Activities, Lesson Plans, *Safety, Science Education, Units of Study

Identifiers—*Air Traffic Control, *Aviation Education

This six-lesson unit is designed to familiarize sixth, seventh, and eighth grade students with air traffic safety and the individuals who make air traffic safety possible. Each lesson consists of a statement of the concept fostered, a list of objectives, a brief discussion on the focus of the unit, and instructional strategies for lesson topics and activities. Major lesson topic areas include: (1) the behavior and properties of air; (2) the theory of flight and the physical properties of air that contribute to flight; (3) the growing volume of air traffic and the necessity for air traffic control; (4) visual flight rules; (5) instrument flight rules; and (6) airport terminal facilities. (JN)

ED 248 136 SE 044 867

Aviation Science Activities for Elementary Grades.

Revised.

Federal Aviation Administration (DOT), Washington, D.C.

Report No.—GA-20-30

Pub Date—83

Note—37p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aerospace Education, *Demonstrations (Educational), Elementary Education, *Elementary School Science, *Learning Activities, Physical Sciences, *Science Activities, Science Education, *Weather

Identifiers—*Aircraft, *Aviation Education

This guide contains the procedures and lists of materials needed for 105 aviation activities, demonstrations, and experiments. These activities, demonstrations, and experiments (suitable for students in all elementary grades) are organized into three sections by major topic area: (1) properties of air; (2) factors related to airplane flight; and (3) the importance of weather to aviation. Among the specific topics in the first section are: air weight, pressure, and motion; expansion of air by heating; moisture in the air; and how things float or fly in the air. Specific topics in the second section include: airplane wings and propellers; the jet airplane; how an airplane is controlled; and wind tunnels. Specific topics in the third section include: general weather conditions; wind; temperature; moisture in air; and atmospheric pressure. Also included is an introductory section with drawings showing how the structure of an airplane is similar to the anatomy of a bird and a fish. (JN)

ED 248 137 SE 044 868

Donaldson, Henry Carrol

A Study of the Laboratory Science Teaching Skills of Elementary Teachers.

Pub Date—84

Note—127p; Ph.D. Dissertation, Kansas State University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Elementary School Science, *Elementary School Teachers, Higher Education, Intermediate Grades, *Minimum Competencies, Process Education, Science Education, *Science Instruction, Science Teachers, Student Evaluation, Teacher Educators, *Teaching Methods, *Teaching Skills

Identifiers—Kansas, Science Education Research

This study investigated the extent of agreement between selected college-level elementary science educators (N=107) and selected fourth, fifth, and sixth grade Kansas science teachers (N=256) regarding the science laboratory teaching competencies that should be possessed by these teachers. Each group was given a questionnaire which focused on operational, process, management, developmental, and evaluation items. Among the results reported are those indicating that science teachers believe there is a somewhat greater need for competencies related to microscope use, cleaning glassware, and use of models; that science educators perceive a somewhat greater need (than teachers) for cultures in the classroom, for the use of keys (in identification), and for the use of terraria/aquaria, the metric system, histograms, and electric circuits; that teacher educators regarded all science process competencies at a higher level of need than did science teachers; that there were no differences between the groups for the management items; that hands-on approaches, individualized learning, and low budget or homemade materials were favored more by teacher educators than by teachers; and that teacher educators favored skill tests and checklists, student feedback instruments, and audio-tape techniques to a greater degree than did teachers. (The questionnaires used are included in appendices.) (Author/JN)

ED 248 138 SE 044 869

Innovative Teaching Games: Climbing the Hills of Math Skills. California Demonstration Mathematics Program.

Pittsburg Unified School District, Calif.

Pub Date—[81]

Note—40p; Prepared at Hillview Junior High School. For other program materials, see ED 242 502-508. Document photocopied from handwritten original.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computation, *Drills (Practice), *Educational Games, *Elementary School Mathematics, Elementary Secondary Education, *En-

richment Activities, Junior High School Students, Learning Activities, Mathematics Instruction, *Mathematics Skills, Motivation, Secondary School Mathematics, Teaching Methods

Identifiers—California

The card games in this publication are an alternative activity to help students master computational skills. Games for operations with whole numbers, fractions, decimals, percents, integers, and square roots are included. They can be used to introduce math topics and for practice and review, with either the whole class or in small groups with 2 to 4 players for each game. Basically, the games provide an alternative method for generating problems while motivating students, with much practice involved. For each game, the concept, set up, rules of play, scoring method, points needed to win, and examples are given, and for most games, possible variations are indicated. (MNS)

ED 248 139 SE 044 870

Broks, Gloria And Others

The Ontario Science Centre School: Perceptions of Students, Teaching Staff and Administrators. Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date—Jan 84

Note—61p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*High Schools, Program Effectiveness, *Program Evaluation, *School Effectiveness, Science Education, *Science Instruction, *Science Programs, *Secondary School Science, Student Attitudes, Student Characteristics, Teacher Attitudes, Teacher Student Relationship

Identifiers—*Ontario

In September 1982, a science school began operation at the Ontario Science Centre to provide programs, personnel, facilities, and resources to help students achieve their potential in physical, intellectual, emotional, social, cultural, and moral development, especially as these relate to scientific knowledge and to the needs of society. This report is an evaluation of the school's program. Since the school has been in operation for a relatively short time, the focus of the study is primarily on the perceptions of the students and teaching staff regarding the extent to which they feel the program is achieving its purpose and meeting their expectations. The perceptions of Science Centre resource staff and administrators, however, were also obtained. Information was collected by means of interviews and/or questionnaires. Findings indicate that the school is a success in terms of the academic and personal growth of students. The unique environment, excellent staff, and the very special and close relationships which are fostered encourage the kind of development in students which is much desired but rarely achieved in regular high schools. Several problems (and related suggestions) are noted. However, these are not considered serious enough to hamper the school's operation. (Copies of research instruments used in the study are appended.) (JN)

ED 248 140 SE 044 872

Kvasnickova, Dana, Comp. Petracek, Svatopluk, Ed.

Training of Teachers for Environmental Education.

Proceedings of International Workshop (Prague-Hluboka, Czechoslovakia, October 13-17, 1980).

Charles Univ., Prague (Czechoslovakia). European Information Centre for Further Education of Teachers.

Pub Date—83

Note—224p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Environmental Education, Foreign Countries, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, *Program Descriptions, Program Development, *Teacher Education Curriculum, *Teacher Education Programs

Identifiers—*Europe

A workshop was held to exchange experiences on ways and means of incorporating environmental education (EE) in preservice and inservice teacher training programs for elementary and secondary schools. These proceedings of the workshop are divided into three parts. Part 1 provides a brief report on the workshop organization, objectives, characteristics, and participants. Part 2 is divided into four

sections. Section A includes an introductory paper which explores the fundamental postulates related to teacher training for EE and a discussion of major workshop topics. Section B includes 14 papers which provide information on various topics related to teacher training for EE in Bulgaria, Czechoslovakia, the German Democratic Republic, the Federal Republic of Germany, France, Hungary, Poland, Rumania, and the United Soviet Socialist Republic. Section C contains summaries of working sessions and appendices (including a discussion of the system concept of teacher training for EE and descriptions of EE projects). Section D provides the closing speeches. Part 3 presents the workshop conclusions and recommendations. Also included are models of preservice and inservice programs and information on how these programs can be modified to suit the situation of educational systems in different countries. (JN)

ED 248 141 SE 044 873
Bilingual Dictionary of Mathematical Terms. English-Vietnamese = *Tu-Dien Song Ngu Daanh-Tu Toan Anh-Viet*.

New York State Education Dept., Albany. Bureau of Bilingual Education; State Univ. of New York, Albany.

Pub Date—84
Note—49p.

Available from—The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, NY 12234.

Language—English; Vietnamese

Pub Type—Reference Materials - Vocabulary/Classifications (134) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Instructional Materials, *Definitions, *Dictionaries, Geometric Concepts, Indochinese, Junior High School Students, Mathematical Concepts, *Mathematical Vocabulary, *Mathematics Instruction, Number Concepts, Secondary Education, *Secondary School Mathematics

Identifiers—New York, *Vietnam

This bilingual dictionary was developed for use by Vietnamese junior high and high school students to assist them in their understanding of mathematical vocabulary and concepts in English. Terminology and definitions are provided in English, with Vietnamese translations directly below each entry. When possible, an illustration is included. Students may use this publication as a dictionary, a workbook, and a supplement to their English language mathematics textbooks. (MNS)

ED 248 142 SE 044 874
Chang, Ping-Tung.

A Comparative Study of Mathematics Education between the Province of Taiwan, Republic of China and the United States.

Spons Agency—Pacific Cultural Foundation (Republic of China).

Pub Date—Sep 84

Note—154p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Comparative Education, Educational Research, *International Education, International Studies, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, Middle Schools, Secondary Education, *Secondary School Mathematics, *Surveys, *Teacher Education, Teaching Methods

Identifiers—*Mathematics Education Research, Taiwan, United States

This comparative study was designed to provide information on some facets of mathematics education programs in Taiwan and the United States. The mathematics curriculum in middle and secondary schools was investigated and compared in order to encourage discussion and possible refinement. A long-range goal for mathematics education, especially for computer-based learning, is presented. Literature on international comparisons was first reviewed. Then a questionnaire was constructed in English, validated, and revised; it was next translated into Chinese and validated. In 1982-83, it was sent to 250 schools in the United States and to 250 in-service mathematics teachers in Taiwan. A response rate of 68 percent was achieved in the United States, and 95 percent in Taiwan. Results focus on comparisons regarding curricula, graduation requirements, learning centers, computer centers, instructional methods, teaching load, classroom management, teaching aids evaluation and achieve-

ment, faculty evaluation, remediation, teacher training, in-service training, and the future of the teaching profession. The discussion compares school systems in the two countries, curricula, teaching methods, and teacher training. Conclusions and recommendations are then given. Appendices contain recommendations from two professional associations, guidelines for teacher preparation, and the survey instrument. (MNS)

ED 248 143 SE 044 875
Robertson, Craig A.

An Introduction to Chemical Abstracts, with Exercises.

Pub Date—[Aug 84]

Note—33p.; For other workbooks in this series, see SE 044 876-877.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Abstracts, *Chemical Nomenclature, *Chemistry, *College Science, Higher Education, *Indexes, *Information Retrieval, Science Education

Identifiers—*Chemical Abstracts

This workbook is the first in a series of three that has been integrated into the chemistry curriculum for majors at the University of Vermont. The workbook consists of exercises designed to provide undergraduate students with foundation skills in the use of professional literature and a familiarity with the printed "Chemical Abstracts." Each exercise consists of discussion material and instructions and a fill-in worksheet. Exercise topics focus on: (1) the nature of "Chemical Abstracts" (CA); (2) CA Author and Patent Indexes; (3) CA General Subjects Index; (4) CA Chemical Substances Index; (5) chemical substance names in the Index Guide; (6) chemical substance names and the Formula Index; and (7) chemical substance names and the Index of Ring Systems. A 6-item student evaluation sheet is included. (JN)

ED 248 144 SE 044 876
Robertson, Craig A.

An Introduction to the Literature of Organic Preparations.

Pub Date—[Aug 84]

Note—34p.; For other workbooks in this series, see SE 044 875-877.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstracts, *Chemical Nomenclature, *College Science, Higher Education, *Indexes, *Information Retrieval, *Organic Chemistry, Science Education

Identifiers—*Chemical Abstracts

This workbook is the second in a series of three that has been integrated into the chemistry curriculum for majors at the University of Vermont. The workbook, which consists of exercises designed to provide undergraduate students with foundation skills in the use of professional literature, is introduced late in a second semester organic chemistry course. Each exercise consists of discussion material and instructions and a fill-in worksheet. Exercise topics focus on: (1) "Beilstein's Handbuch der organischen Chemie," the most comprehensive and useful reference handbook in organic chemistry; (2) the Beilstein classification system; (3) the Beilstein indexes; (4) locating references; (5) resource materials for Beilstein users; (6) other English language handbooks; and (7) organic preparation in "Chemical Abstracts." A list of references and a 6-item student evaluation sheet are included. (JN)

ED 248 145 SE 044 877
Robertson, Craig A.

The Seminar Paper: Strategies for the Literature Search.

Pub Date—[Aug 84]

Note—30p.; For other workbooks in this series, see SE 044 875-876.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chemistry, *College Science, *Databases, Higher Education, *Indexes, *Literature Reviews, Science Education, *Search Strategies

Identifiers—Chemical Abstracts, *Science Citation Index

This workbook is the third in a series of three that has been integrated into the chemistry curriculum for majors at the University of Vermont. The workbook consists of readings and exercises designed to provide undergraduate students with foundation skills in the use of professional literature. The major

emphasis is on searching the literature for topics to be included in papers and seminar lectures. Areas discussed include: (1) problems due to the growth of scientific information; (2) literature reviews; (3) monographs; (4) the Science Citation Index; and (5) searching on-line databases in chemistry, focusing on search strategies and chemistry databases. A 6-item student evaluation sheet is included. (This workbook assumes that students are familiar with the printed indexes and abstracts of "Chemical Abstracts.") (JN)

ED 248 146 SE 044 879
Vetter, Betty M. Babco, Eleanor L.

Professional Women and Minorities: A Manpower Data Resource Service, Fifth Edition.

Scientific Manpower Commission, Washington, D.C.

Pub Date—Aug 84

Note—288p.; Update of ED 109 978.

Available from—Scientific Manpower Commission, 1776 Massachusetts Avenue, NW, Washington, DC 20036 (\$70.00).

Pub Type—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Employed Women, Enrollment, *Labor Force, *Minority Groups, Professional Occupations, *Professional Personnel, Sex Differences, Surveys, Tables (Data)

This book is designed to provide current and historical statistics about the professional segment of the population and particularly the participation and availability of women and minorities. Over 200 data sources were used to prepare the statistical tables and charts. The first five chapters focus on general enrollments, general degrees, general professions, general workforce, and academic workforce; they include both tables which do not specify subject fields and tables where several subject fields are included. In the section on general professions, data for individual professions follow tables that include data for multiple fields. Tables in chapters 6 through 10 provide data on degrees, enrollments, and workforce by subject field: physical, mathematical, and computer sciences; engineering, technology, and technicians; agricultural, biological, medical, and health sciences; social and behavioral sciences; and arts, humanities, and education. Fairly major differences were found between the proportions of degrees granted to women and minorities in any particular field and the proportions of those persons found in the workforce for that field. A bibliography, data sources, and recruitment sources are identified, and an index is included. (MNS)

ED 248 147 SE 044 880
Minnesota Statewide Educational Assessment in

Mathematics, 1978-79. Final Report.

Minnesota State Dept. of Education, St. Paul.

Pub Date—Aug 80

Note—183p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Data Analysis, *Educational Assessment, Educational Trends, Elementary Secondary Education, *Mathematics Achievement, Mathematics Curriculum, *Mathematics Education, Sex Differences, State Programs

Identifiers—*Mathematics Education Research, *Minnesota

During the 1978-79 school year, 27,058 students were involved in the Minnesota Educational Assessment in Mathematics at three grade levels. Eighth graders were tested in the fall, fourth graders in the winter, and eleventh graders in the spring. The first chapter of this report presents a general overview of the assessment program. Chapter two provides an overview of student performance across grade levels, with trends identified as well as observations, conclusions, and recommendations. Chapters three, four, and five focus on data from the fourth, eighth, and eleventh grade assessments respectively. Appropriate comparisons are also provided with a similar assessment conducted during the 1974-75 school year. Performance of the Minnesota students compares favorably with performance on the National Assessment of Educational Progress, and this advantage has generally been maintained across the grade levels from 1974 to 1978. On overall performance, girls display a very slight advantage at grade four, which declines to a slight disadvantage at grade eleven. Generally, there has been a relative increase in the area of arithmetic skills, while there has been a decline in the area of problem solving. (MNS)

ED 248 148 SE 044 881

Behr, Marilyn J. Bright, George W.
Identifying Fractions on Number Lines.
 Pub Date—Apr 84

Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April, 1984).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Educational Research, Elementary Education, *Elementary School Mathematics, *Fractions, Grade 4, *Mathematics Instruction, *Number Concepts, Rational Numbers

Identifiers—*Mathematics Education Research, *Number Line

A two-year study was conducted with fourth-grade children in the context of extensive teaching experiments concerned with the learning of rational number concepts. Representational difficulties in using the number line model were investigated. While instruction in the second year attempted to resolve observed learning difficulties, the results of both years showed that children have considerable difficulty with number line representations which show an unreduced form of a given fraction. Explorations of the data suggest difficulty with partitioning and "unpartitioning" number line representations, with translations between various representational modes, and with coordinating symbolic and pictorial information on a number line (Author)

ED 248 149 SE 044 887

Coastal Ecosystems of Latin America and the Caribbean. Objectives, Priorities and Activities of Unesco's COMAR Project for the Latin American and Caribbean Region, Caracas, Venezuela, 15-19 November 1982. Unesco Reports in Marine Science 24.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
 Pub Date—83

Note—59p.
 Available from—Division of Marine Sciences, Unesco, Place de Fontenay, 75700, Paris, France.
 Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cooperative Programs, *Developing Nations, *Ecology, Higher Education, International Cooperation, *International Programs, Marine Biology, *Oceanography, Program Descriptions, Research Needs, Science Education, *Scientific Research, Training
 Identifiers—Caribbean, *Coastal Zones, Latin America

To further the knowledge of the resources of coastal ecosystems and the general lines along which they function, Unesco implemented a "Major Interregional Project on Research and Training Leading to the Integrated Management of Coastal Systems" (COMAR). In addition, a proposed regional cooperative program called the "Regional Project for Research and Training on Coastal Ecosystems of Latin America and the Caribbean, and Their Relations with the Continental Shelf" (COSALC) was launched. This document reports on a meeting which focused on the characteristics, objectives, and activities of COSALC and COMAR. It consists of an introduction, a review of the proposed COSALC project, and recommendations. The review section includes: (1) summaries of seven presentations which examined regional problems, strategies, examples, and methods of study related to coastal ecosystems; (2) country reports on coastal ecosystems (considering socioeconomic importance and human impact, research and training programs, relationships between these programs and COSALC, and proposals and priorities for establishing such cooperative programs); and (3) definitions of priorities, objectives, and methods of implementation of COSALC as reported by a research and training group, a management and training group, and a project organization group. One recommendation offered is to implement the specific actions promulgated by these groups. (JN)

SO

ED 248 150
 Wiley, David S.

SO 014 743

U.S. Media Coverage of Africa. A Media Source Guide, Issues for the '90s.
 Council on International and Public Affairs, New York, N.Y.

Spons. Agency—Office of International Education (ED), Washington, DC.

Pub Date—83
 Grant—G008001865

Note—156p; This guide was prepared under a grant from the Language and Area Research Program. For other guides in the series, see ED 231 702-706. Directory of embassies/chanceries is marginally legible, and some pages of listings of research centers are cropped.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—African Culture, *Cultural Images, Ethnic Stereotypes, Folk Culture, Information Sources, Journalism, *Mass Media, News Media Identifiers—*Africa, United States

One of a series on topics of concern to the U.S. media, this guide is intended to provide journalists with a critical analysis of U.S. media coverage of Africa. Section I provides an overview of the folklore about Africa and the nature and sources of stereotypes and misconceptions about Africa and the Western world. Findings and interpretations of data from a national sampling of images of Africa held by 7th and 12th graders are explained. Dimensions of power, control, complexity, modernity, primitivism, religion, and race are identified and discussed as components of the myth that African peoples are uncivilized. Finally, this section presents a discussion of social, psychological, and institutional sources of stereotyping images. Section II offers an annotated listing of sources of information concerning Africa as a resource for the reporter or editor who wishes to achieve a high quality of analysis and accurate, balanced reporting of the continent. Organizations include university centers of African studies, news and information agencies specializing on Africa, organizations with specialized knowledge and expertise on Africa, U.S. government agencies, embassies/chanceries of African nations in the United States, research centers and international organizations, and repositories and sources of maps. A 26-page bibliography of key works on Africa concludes the document. (LH)

ED 248 151 SO 015 103

Young, Tommie Morton, Ed.
Grassroots Genealogy: Exploring, Documenting and Preserving Black Family History. A Pilot Workshop. (Greensboro, North Carolina, January 28-31, 1981 and February 9-10, 23, 1981).
 Pub Date—81

Note—39p; Workshop sponsored by the Afro-American Family History Project and assisted by the North Carolina Humanities (NEH) Committee.

Pub Type—Collected Works - Proceedings (021) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Black Family, *Black History, Higher Education, Humanities Instruction, Models, Workshops
 Identifiers—*Family History, *Genealogy

A workshop model focuses on using lesser-known resources to document black family history and lineage. Although designed for use in North Carolina, this model can be adapted for use in any state or community. Following an introduction which summarizes the workshop format is an overview which outlines the goals, objectives, and focus of the workshop. Then an essay on the traditions of the Western family traces the history of family organization in Western civilization and places the black family in the context of this historical development. A second essay, "Adaptions and Accommodations," discusses kinship and black family structure under slavery and after emancipation. "A Recipe for a Hip Black Life" provides a vehicle for encouraging black pride. "Ten Steps for Rooting Out the Past" presents guidelines for conducting family history research. A worksheet allows participants to chart their own personal history. Several charts illustrate a family tree, kinship diagramming, and North Carolina counties with genealogical sources on blacks. The model concludes with a two-page bibliography. (LP)

ED 248 152 SO 015 586

Habte, Akiliu And Others
Education and Development: Views from the World Bank.

World Bank, Washington, D. C.
 Report No.—ISBN-0-8213-0224-8
 Pub Date—83

Note—27p; Photographs and charts printed on colored paper may not reproduce clearly.
 Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developing Nations, *Developing Nations, *Developmental Programs, *Economic Development, *Educational Development, *Human Capital, Human Resources

The three essays in this publication consider the relationship between human capital investment and economic development, particularly in the context of developing countries. The first article (by Akiliu Habte) reviews the experiences of the World Bank in lending for education, curriculum development, and vocational training. The role of education in cultural as well as economic development is considered. The second article (by George Psacharopoulos) focuses on the productivity of educational investments, examining both the monetary and nonmonetary benefits that flow to individuals and society from such investments and supporting the proposition that returns from educational investments are at least as high as the economic returns from other types of physical capital investment. The final article (by Stephen P. Heyneman) examines the productivity of education in the context of developing countries. Discussed are the minimum cognitive skills required for a farmer to operate efficiently at increasingly difficult levels of technology, and the facilities available in a typical school to deliver those skills. It is suggested that the pressure from increasing enrollments may be widening the gap in school quality between developing and industrialized nations. Despite different perspectives, each article maintains that skepticism about education, while common in developed nations, is not applicable in developing countries. A six-page bibliography concludes the publication. (LP)

ED 248 153 SO 015 753

Loeb, Helga And Others
The Visual Arts in Multicultural Education. Occasional Papers VIII.
 London Univ. (England). School of Oriental and African Studies.

Report No.—ISBN-0-7286-0116-8
 Pub Date—84

Note—28p; Papers originally presented at the Visual Arts in Multicultural Education Conference (London, England, June 16, 1983). Produced as part of the Ethnographic Resources for Art Education project.

Available from—Extramural Division, School of Oriental and African Studies, University of London, Malet St., London, England WC1 (1 pound, 2 sterling).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art Appreciation, *Art Education, Concept Teaching, Cross Cultural Studies, Elementary Secondary Education, Ethnic Studies, Models, *Multicultural Education, *Visual Arts

Three papers considering multicultural art education work progressively through the problems inherent in an ethnographic approach to art education. The first paper, "A Color Conscious Art" (Nick Stanley), focuses on the construction of a serviceable philosophy for art in a multicultural society. Hidden cultural references in such an apparently value-free term as "color" are explored and two models of multicultural education are presented. In the first model, multicultural education is directed to minority ethnic groups using elements from students' own ethnic cultures. The author advocates a second model in which there is exploration of transcultural aspects of the arts, giving the student competence in multiple cultures. A technically based approach is suggested as a proper foundation for a wide-ranging art and design syllabus. The second paper, "The Missing Dimension" (Helga Loeb), addresses the problem of supplying a conceptual basis for curriculum work in ethnographically informed art and design education. Three key ideas are presented. The final paper, "Process, Object and Context" (Phil Slight), suggests an approach to the use of a wider cultural reference that assumes a double context. The first considers the original context of the art studied, while the second involves the new context within which this knowledge or awareness

is handled. The document concludes that reference and attention to both contexts provide conceptual structures for experiencing in terms of the imaginative, the inventive, the aesthetic, and the emotional. (LH)

ED 248 154 SO 015 811

Schmidt, Peter

Peace Is Our Profession: Teaching Nonviolence in the Schools.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.
Pub Date—84

Note—24p.; Research also supported by the Joseph Klingenstein Foundation.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Civil Rights, Humanities Instruction, Human Resources, *Interdisciplinary Approach, Organizations (Groups), *Peace, Secondary Education, Teaching Methods, *United States History, *United States Literature

Identifiers—Abolitionism, Gandhi (Mahatma), *Nonviolence, Pacifism, Quakers

Ways in which secondary level humanities teachers can incorporate information and materials on pacifism and nonviolent action into their existing courses are discussed. To improve their abilities to think creatively about how to change the world, students must learn about nonviolence and the strategies used by pacifists in the pursuit of their causes. For example, in U.S. history and American literature classes students can be exposed to the writings of William Penn, George Fox, and John Woolman and can learn about the Quakers' commitment to nonviolent principles. By reading works of and about the abolitionists of the 18th and 19th centuries, students can learn about the tactics used by Elihu Burritt, Sojourner Truth, and others as they worked to end slavery. In addition to the examples from previous centuries, recent U.S. history also teaches the discerning student how nonviolence may be successfully used in resistance to violence and oppression, e.g., the Civilian Conservation Corps of the 1930's, the Peace Corps of the 1960's, and the American civil rights movement. A brief bibliography of relevant publications and a list of nonviolent organizations and resources are included in the appendices. (RM)

ED 248 155 SO 015 828

Demery, Marie

Visual Literacy and Its Vice Versa Component: Part I Report—The Development of a Verbal/Visual Approach to Viewing Linear Drawings—A Modified Instructional Module.

Pub Date—84

Note—57p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Aesthetic Education, Art Activities, *Art Education, Basic Vocabulary, Definitions, *Freehand Drawing, Higher Education, High Schools, Learning Modules, Skill Development, Units of Study, *Verbal Communication, Visual Discrimination, *Visual Literacy, Visual Perception, Vocabulary Development

Designed specifically for beginning college students enrolled in art appreciation and studio art courses, this validated visual literacy module will help students acquire verbal and visual skills necessary for viewing, comprehending, and valuing linear drawings. The module can also be used with high school students and adult learners. All materials necessary for implementing the module, including the drawings or sketches, are included. The unit can be used in independent or group study. Self-directed activities are provided which help students analyze different kinds of linear drawings, e.g., drawings showing people waiting, battling, thinking, racing, defending, throwing, and striking. Students learn the definitions of new vocabulary associated with the various drawings. They also learn about the techniques used to make the various sketches. For example, in the throwing sketch a combination of thick and thin lines is used to show movement in every part of the athlete's body. Verbal and visual pre- and posttests are provided. A bibliography concludes the unit. (RM)

ED 248 156 SO 015 837

Demery, Marie

Self-Esteem and Elementary School Art Activities: An Operational Approach to Acquiring and Using Self-Esteem and Art Skills (Working Module

One).

Pub Date—84

Note—32p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art Activities, *Art Education, Classroom Environment, *Creativity, Elementary Education, Group Dynamics, Learning Activities, Models, Self Concept, *Self Esteem, Student Needs, Teacher Influence, Teacher Student Relationship, Teaching Methods, Units of Study

A model for teaching elementary school art contains a rationale that outlines the interrelationship between self-esteem and constructive creativity as promoted in well-designed art activities. Self-esteem is defined, and characteristics of a child with high self-esteem are outlined. Conditions contributing to the development of high self-esteem are also detailed: environment; discipline and responsibility; encouragement; self-acceptance; heritage; teacher-student interaction; self-evaluation; self-respect; communication skills; and the ability to learn on one's own. An instructor's guide then outlines seven activities which can renew and enhance the self-esteem of children through an emphasis on success, one-to-one and group interaction, basic art skills, multicultural data, and the uniqueness and worth of each individual. The seven activities involve the creation of a decoupage, marbled painting, portraiture, blind contour drawing, mural painting, pinch pot sculpture, and advertisement. For each activity, a lesson plan lists concepts covered, self-esteem objectives, materials, procedure, references, and, where relevant, demonstration steps. A four-page list of references concludes the module. (LP)

ED 248 157 SO 015 838

Lee, Helen C.

Power Sharing and the Social Studies.

Pub Date—10 Jul 84

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict Resolution, *Decision Making, Decision Making Skills, Discussion (Teaching Technique), *Experiential Learning, Higher Education, *Individual Power, Methods Courses, Problem Solving, *Social Studies, Teacher Education, Voting

This description of a process used in a social studies methods course presents an experiential approach to helping students learn power sharing and decision-making skills. By leaving students alone with instructions to decide cooperatively on desired class changes, type of evaluation, and leadership, students gain experience in negotiation and decision making. The paper lists questions teachers might consider before beginning such an exercise, as well as questions for debriefing the experience. Questions are designed to stimulate inquiry and critical thinking concerning the nature of power itself, reactions to the exercise, useful conflict resolution techniques, and methods of consensus seeking. Questions are also provided to clarify confusion concerning the fluidity of power shifting in a freely functioning group. The paper concludes with a discussion of student reactions to the experience. (LH)

ED 248 158 SO 015 839

Turner, Samantha

Longitudinal Study Year I: Claude Watson School for the Arts, Spring Garden Campus.

North York Board of Education, Willowdale (Ontario).

Pub Date—Jun 84

Note—66p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Art Education, Educational Assessment, Educational Research, *Experimental Schools, Intermediate Grades, Junior High Schools, Longitudinal Studies, *Nontraditional Education, Parent Attitudes, Participant Satisfaction, Personnel Evaluation, *Program Evaluation, School Choice, Self Evaluation (Individuals), Student Attitudes, Student Characteristics, Student Evaluation of Teacher Performance, Teacher Attitudes

A research report on the attitudes of students, parents, and staff of an Ontario school for the arts (grades 4-8) is divided into five sections. The first section details the school's establishment, goals, admissions procedure, core program, faculty, and facilities. The second section describes the evaluation procedure. Areas evaluated were student self-con-

cept; patterns of student selection; and graduating students', parents', and staff's perceptions of the school program. Evaluation methods included questionnaires, interviews, and standardized tests. Research findings are discussed in the third section. Graduating students' perceptions of a successful student, why they chose to attend the school, what sacrifices they felt they had made to attend the school, the effect of attendance on their outside friendships, their self-concept, and their perceptions of change in themselves are analyzed. Also discussed are staff perceptions of the student body, parents' views of the school's effects on their children, perceptions of the overall educational experience offered at the school, and staff experience. A fourth section describes administrators' perceptions of the school. The final section contains the researcher's comments on the project. Appendices include evaluation questionnaires, interview schedules, and student self-concept and standardized test results. (LP)

ED 248 159 SO 015 840

Seitz, Kathryn F.

A Working Bibliography of Peace Books for Children and Youth.

Eastern Mennonite Coll., Harrisonburg, VA. Education Dept.

Pub Date—Jul 84

Note—25p.

Available from—Education Department, Eastern Mennonite College, Harrisonburg, VA 22801 (\$3.50).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Literature, Annotated Bibliographies, Childrens Literature, Elementary Secondary Education, Filmographies, Instructional Materials, *Peace, Resource Materials, Simulation, *Social Studies

Designed to help educators identify resources for teaching concepts of peace in both public and parochial social studies classrooms, this working bibliography lists 200 books, guides, brochures, catalogs, resource centers, simulations/games, and audio-visual materials. Most resources were produced between 1965 and 1984. Entries are organized under the following headings: nursery/kindergarten-primary books; junior-junior high books; high school books; collections of stories, readings, poems, and plays; parent/teacher guides and resources; brochures, catalogs, and resource centers; simulations/games; and films, filmstrips, and recordings. Author, title, publisher, date, topic, and brief annotation are provided for most entries. (LH)

ED 248 160 SO 015 848

Wolf, Ken

Use of Comparative Biography in the Teaching of World History.

Pub Date—May 83

Note—10p.; Paper presented at the Missouri Conference on History (Kirksville, MO, April 23, 1983).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biographies, Comparative Analysis, Course Content, Evaluation Criteria, Higher Education, *History Instruction, *Interdisciplinary Approach, Teaching Methods, *World History

Identifiers—Comparative Literature

Comparative biography can be used as a means of enlivening the teaching of college level interdisciplinary world civilization courses. By providing (and writing) well-written "human interest" material drawn from biographical essays, instructors can illustrate problems or issues in human life by showing how major political or cultural figures solved them. When selecting or writing comparative biographies, three criteria should be aimed for: (1) interest—is the person intrinsically "interesting" or can the biography be made interesting to a general audience? (2) importance—did the person make an impact on history either by reflecting the values of society or by seeking to change those values or directions? and (3) issues—did the person deal with social, political, or intellectual issues that are still of interest to educated men and women? Specific pedagogical goals include leading students to a sense of historicity by comparing cross-cultural values, investigating ways in which historical figures have been judged by other historians, writing respectable popular history, and using respectable specialists as

sources. Specific examples of such biographical comparisons include: "Zoroaster and Buddha: Explaining Evil," "Diogenes and Mahavira: Unconventional Men," and "Al-Ghazali and Aquinas: Faith and Reason." A survey of teachers using biographical essays at Murray State University (Kentucky) indicated that both teachers and students found comparative biographies readable, enjoyable, and educationally interesting. (LH)

ED 248 161 SO 015 849

Schachter, Stephen L., Ed.
Teaching about American Federal Democracy.
Temple Univ., Philadelphia, Pa. Center for the Study of Federalism.

Report No.—ISBN-0-916111-00-8

Pub Date—84

Grant—NIE-G-82-0039

Note—101p.; This publication is part of the "Utilizing Federalist Principles in Civic Education" project.

Available from—Center for the Study of Federalism, Temple University 025-25, Philadelphia, PA 19122 (free).

Pub Type—Collected Works—General (020)—Opinion Papers (120)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Citizenship Education, *Civics, Constitutional History, Constitutional Law, Cultural Pluralism, Curriculum Development, *Democracy, Higher Education, Local Government, Political Science, Resource Materials, Secondary Education, State Government, Textbook Evaluation, *United States Government (Course), United States History

Identifiers—*Federalism, Political Parties

Ten essays discuss federal democracy, the form of government of the United States. The first essay discusses the origins of American federalism. The second examines why we have a federal system, the functions federalism serves, and the consequences of federalism for the American political system. Federalism in the Constitution and constitutional law are treated in the third essay. The importance of cultural pluralism in American life and the role of American federalism in supporting pluralism are the foci of the fourth essay. The roles that the local community, the states, and political parties play in the federal system are examined in essays 5, 6, and 7, respectively. State, local, and professional roles in citizenship education are discussed in the eighth essay. The ninth essay explores how high school U.S. history and government textbooks approach federalism. The concluding essay describes resources on federalism that can be used in curriculum development at the secondary and college levels. Many of the essays are followed by topics for further study and suggested readings for teachers. (RM)

ED 248 162 SO 015 850

Social Studies. MicroSIFT Courseware Evaluation.
Northwest Regional Educational Lab., Portland, Oreg.

Pub Date—83

Note—15p.; Compilation by Social Science Education Consortium of NWREL MicroSIFT Courseware Evaluation Sheets (January 1982-June 1983).

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Simulation, *Courseware, Demography, Economics Education, Elementary Secondary Education, Geography Instruction, History Instruction, *Instructional Material Evaluation, *Social Studies, United States Government (Course)

This compilation of 11 courseware evaluations gives a general overview of available social studies microcomputer courseware for students in grades 3-12. Each evaluation lists title, date, producer, date of evaluation, evaluating institution, cost, ability level, topic, medium of transfer, required hardware, required software, instructional purpose, instructional techniques, available documentation, instructional objectives, instructional prerequisites, content and structure, estimated student time required, potential uses, major strengths, and major weaknesses. Evaluation criteria are summarized in a grid showing evaluator ratings ranging from "strongly agree" to "strongly disagree." Most of the courseware is suitable for use with Apple II microcomputers. Courseware titles are "Cartels and Cutthroats" (economics), "Demo-Graphics" (popu-

lation studies), "Elementary, Volume 6—Social Studies" (geography, history, economics), "Geography" (recognition of shapes of states), "Geography Explorer: USA" (U.S. geography and identification of states), "Map Reading" (map reading, compass, scale, notation), "President Elect" (government, civics, elections), "Social Studies, Volume 2" (general social studies), "The Decision Shop" (economics), "The Exploring of America Series" (history), and "The Market Place" (marketing and economics). (LH)

ED 248 163 SO 015 851

Sunal, Cynthia Szymanski Warash, Bobbi Gibson
Mapping with Young Children.

Pub Date—84

Note—30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
Pub Type—Speeches/Meetings Papers (150)—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, Curriculum Development, Developmental Stages, Elementary Education, Fundamental Concepts, *Geographic Concepts, *Geography Instruction, Learning Activities, Locational Skills (Social Studies), *Map Skills, Perceptual Motor Learning, Relevance (Education), Teaching Methods, Techniques for encouraging young children to discover the purpose and use of maps are discussed. Motor activity and topological studies form a base from which the teacher and children can build a mapping program of progressive sophistication. Concepts important to mapping include boundaries, regions, exteriors, interiors, holes, order, point of reference, direction, and area. Beginning mapping activities should stress concrete physical relationships which the young child is able to conceptualize. Teachers should initiate mapping experience with young children by providing motor experiences inside and outside the classroom. These experiences can be followed by a transition in mapping experiences which moves from work with photographs and three-dimensional miniatures and models, to two-dimensional paper, and finally to lines. Microcomputers can add experience for children in a variety of ways, ranging from simple games using the area of squares to the construction of complex microworlds. Maps and globes must be present in the classroom and need to be referred to frequently. (RM)

ED 248 164 SO 015 852

Miller, John E. Murphy, Terrence A.
Social Studies Course of Study.
Deer Park Community Schools, Cincinnati, OH.
Dept. of Media Services.

Pub Date—12 Dec 83

Note—27p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, Course Descriptions, *Course Objectives, Curriculum Development, Elementary Secondary Education, Sequential Approach, *Social Studies

This K-12 sequential course of study is the result of one school district's efforts to improve continuity in the social studies curriculum. Following an introduction and statement of philosophy, the program is organized around four basic educational areas: knowledge, application, valuing, and participation. Specific program goals include promoting dignity to develop positive attitudes toward oneself and others; providing for transmission of American cultural heritage; providing basic skills necessary for participation in our society; understanding and practicing democratic ideas and ideals; developing an understanding for world change; learning to respect individual differences; developing a positive attitude toward one's work; and learning about the uses and distribution of land, labor, capital, and management in a "mixed economy." A scope and sequence chart comprises the remainder of the document, which presents not only objectives for each grade level and social studies course, but also level of understanding expected from the learner, e.g., introductory, review and restatement of concept, concept expansion, or concept enrichment. The document concludes by listing possible teaching strategies and methods of student and program evaluation. (LH)

ED 248 165 SO 015 853

Christesen, Barbara
The Martian Chronicles. A Sound Filmstrip Program. Study Guide.

Report No.—MB-5545

Pub Date—83

Note—13p.; Photographs may not reproduce clearly.

Available from—Media Basics, Inc., Larchmont Plaza, Larchmont, NY 10538 (sound filmstrip kit, \$116.50; study guide only, \$1.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conservation (Environment), Creative Writing, *Cultural Pluralism, Expository Writing, Filmstrips, Futures (of Society), *Interdisciplinary Approach, Learning Activities, Multimedia Instruction, *Science Fiction, Secondary Education, *Social Studies, *United States Literature, Units of Study

Identifiers—Bradbury (Ray), *Martian Chronicles
This filmstrip study guide dramatizes several stories from Ray Bradbury's "The Martian Chronicles" concerning basic issues of human nature: the need to respect cultural differences and the importance of preserving the environment. A collection of 26 short stories, "The Martian Chronicles" describes the colonization of Mars. The personal and political behavior of the colonizers is examined against the imaginative backdrop of a distant planet. The three filmstrips provided in the program deal with "The Expeditions," "The Settlers," and "The Martians." For each filmstrip the guide provides a synopsis, activities to use with students before viewing the filmstrip, a list of new vocabulary words, and themes to explore. Unit activities provided include questions for discussion, ideas for creative and expository writing, themes for further investigation, and ways for comparing the book and filmstrip program. The guide concludes with a brief bibliography listing other works by Bradbury, other science fiction, and related non-fiction. (RM)

ED 248 166 SO 015 854

Peters, John Peters, Frances
Abe Lincoln in Illinois. A Sound Filmstrip Program. Study Guide.

Report No.—MB-5538

Pub Date—83

Note—13p.; Photographs may not reproduce clearly.

Available from—Media Basics, Inc., Larchmont Plaza, Larchmont, NY 10538 (sound filmstrip kit, \$116.50; study guide only, \$1.00).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biographies, *Civil War (United States), Creative Writing, Expository Writing, Filmstrips, *History Instruction, *Interdisciplinary Approach, Learning Activities, Multimedia Instruction, Reconstruction Era, Secondary Education, Slavery, *United States Literature, Units of Study

Identifiers—*Abe Lincoln in Illinois, *Lincoln (Abraham)
Based on Robert E. Sherwood's Pulitzer Prize winning play, this filmstrip study guide examines Lincoln's formative years against the backdrop of an emerging frontier America. Carl Sandburg's epic three-volume biography of Lincoln accompanies the complete program. The three filmstrips—"Young Abe Lincoln," "A House Divided," and "Lincoln and Liberty"—deal with episodes and issues concerning Lincoln's early life and are to be used with selected readings in volume one, "The Prairie Years," of the Sandburg biography. Volumes two and three of the biography may be used for independent research and study of Lincoln's presidency and the war years. Information provided in the guide for each filmstrip includes a synopsis, activities to use with students before viewing the filmstrip, a list of vocabulary terms, and themes to explore. Unit activities include discussion topics, ideas for creative and expository writing, topics for further investigation, and ways of comparing the book and filmstrip. The guide concludes with a brief bibliography of additional literature about Lincoln. (RM)

ED 248 167 SO 015 855

Peters, John Peters, Frances
Louis L'Amour's American West. A Sound Filmstrip Program. Study Guide.

Report No.—MB-5543

Pub Date—83

Note—13p.; Photographs may not reproduce clearly.

Available from—Media Basics, Inc., Larchmont Plaza, Larchmont, NY 10538 (sound filmstrip kit

\$136.50; study guide only, \$1.00).
 Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Creative Writing, Expository Writing, Filmstrips, *History Instruction, *Interdisciplinary Approach, Learning Activities, Multimedia Instruction, *Novels, Secondary Education, *United States History, *United States Literature, Units of Study
 Identifiers—*Frontier History, *L. Amour (Louis), United States (West)

Adapted from the motion picture based on two of Louis L'Amour's novels of the American West, "The Daybreakers" and "Sackett," this filmstrip program will help secondary students interpret the meaning of the frontier experience in American history. In the first three filmstrips—"Heading West," "Staking Claims," and "Keeping the Peace"—students examine themes of individualism, loyalty, justice, and courage and learn the importance of the frontier experience in shaping the American character. The fourth filmstrip examines the personal insights of L'Amour, author of 80 popular and widely read novels of the American West, concerning the meaning of the frontier in American life. Information provided in the study guide for each of the filmstrips includes a synopsis, activities to use with students before viewing the filmstrip, a listing of new vocabulary words, and themes to explore. Unit activities include discussion questions, ideas for creative and expository writing, topics for further investigation, and ways of comparing the books and the filmstrip. A brief bibliography of fiction and non-fiction books dealing with the frontier concludes the guide. (RM)

ED 248 168 SO 015 856

Peters, John Peters, Frances

Cry the Beloved Country. A Sound Filmstrip Program. Study Guide.

Report No.—MB-5541

Pub Date—83

Note—13p.; Photographs may not reproduce clearly.

Available from—Media Basics, Inc., Larchmont Plaza, Larchmont, NY 10538 (sound filmstrip kit, \$116.50; study guide only, \$1.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Area Studies, Blacks, Creative Writing, *English Instruction, Expository Writing, Filmstrips, *Interdisciplinary Approach, Laws, Learning Activities, Multimedia Instruction, Racial Attitudes, Racial Bias, *Racial Discrimination, Racial Relations, Secondary Education, *Social Studies, Units of Study, Whites
 Identifiers—*Apartheid, Cry the Beloved Country, *South Africa

Based on the novel and motion picture "Cry, the Beloved Country," this filmstrip program is a re-creation of the story of a black minister and a white farmer in South Africa whose lives are bound together in mutual tragedy. The three filmstrips examine the people, problems, laws, and institutions of South Africa and expose the evils of its apartheid system. Information provided in the guide for each filmstrip includes a synopsis, activities to use with students before viewing the filmstrip, a list of vocabulary terms, and themes to explore. Unit activities provided include discussion topics, ideas for creative and expository writing, topics for further investigation, and ways of comparing the novel and the filmstrip program. The guide concludes with a brief bibliography of additional fiction and non-fiction dealing with South Africa. (RM)

ED 248 169 SO 015 859

Lander, Faye A.

War and Peace in Adolescent Literature.

Pub Date—May 81

Note—62p.; M.A. Thesis in Education, University of Akron. For bibliography on war and peace in children's literature, see SO 015 860.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescent Literature, Adolescents, Annotated Bibliographies, Evaluation Criteria, Fiction, History Instruction, Intermediate Grades, Literature Reviews, *Peace, Reading Materials, Secondary Education, Student Attitudes, *War
 This document examines war and peace in adoles-

cent literature. Chapter I, the introduction, presents a review of the research on children's attitudes toward war. Adolescent literature, especially historical fiction, is described as an effective instrument for teaching about occurrences such as the Nazi Holocaust and the Vietnam War. The importance of authenticity in literature is emphasized as is the need to present students with realistic rather than glorified accounts of war. Chapter II presents a critical evaluation of 36 books produced between 1943 and 1976 for students in grades 6-12. Most of the works in this annotated bibliography are fiction and narrative biographical accounts dealing with war and peace. Plot, theme, and style are analyzed with recommendations regarding individual and class use. Most of the works deal with American involvement from the Revolutionary War to Vietnam. Title, publisher, date, suggested grade level, and annotation are given for each entry. (Author/LH)

ED 248 170 SO 015 860

Lander, Faye A.

War and Peace in Children's Literature.

Pre-School through Grade Four.

Pub Date—81

Note—49p.; For bibliography on war and peace in adolescent literature, see SO 015 859.

Pub Type—Reference Materials - Bibliographies

(131) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Children's Literature, Early Childhood Education, Elementary Education, Evaluation Criteria, Fiction, Literature Reviews, *Peace, Reading Materials, Student Attitudes, *War

Designed for teachers of young children, this document examines war and peace in literature. Chapter I, the introduction, presents a review of research on children's attitudes toward war. Children's literature (especially historical fiction and illustrated works), is described as an effective medium for teaching about occurrences such as the Nazi Holocaust and the Vietnam War. The importance of authenticity in literature is emphasized, such as the need to present children with realistic rather than glorified accounts of war. Chapter II presents a critical evaluation of over 30 books produced in the 1960's and 1970's for children in preschool through grade 4. Many of the works in this annotated bibliography are fiction and narrative biographical accounts dealing with the theme of war and peace or with a setting during a period of war. Plot, theme, and style are analyzed, with recommendations regarding individual and class use. Title, publisher, date, suggested grade level, and annotation are given for each entry. (LH)

ED 248 171 SO 015 861

Schmitz, Betty, Comp.

List of Non-Published Materials for Developing Courses & Projects to Integrate the New Scholarship on Women into the Curriculum.

Montana State Univ., Bozeman.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—Jan 84

Note—20p.; For final report on the Northern Rockies Program on Women in the Curriculum, see ED 245 955.

Available from—Clearinghouse for Curriculum Integration Projects, College of Letters and Science, Montana State University, Bozeman, MT 59717 (\$3.00).

Pub Type—Reference Materials - Bibliographies

(131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Females, *Feminism, Higher Education, Humanities, Integrated Curriculum, Legislation, Literature, Males, Resource Materials, Social History, United States History, *Women's Studies, World History

Designed to provide resources for initiating new courses at colleges and universities, this bibliography contains unpublished materials developed by projects to integrate the new scholarship on women into the postsecondary curriculum. The alphabetical listing of 29 projects, many associated with postsecondary institutions, includes project address, contact person, author and title of available materials, and ordering information. Materials focus on topics such as the family, United States and world history, male-female relations, social history, judicial and legislative history, women's studies, literature, humanities, curriculum development, and materials selection. A 2-page bibliography concludes the resource. (LP)

ED 248 172 SO 015 865

Environmental Design: Instructional Guide and Resource for Elementary and Secondary School Use.

Montgomery County Public Schools, Rockville, Md.

Pub Date—82

Note—57p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Architecture, *Building Design, Community Study, Design, Elementary Secondary Education, *Environmental Education, Interior Design, Intermediate Grades, Recreational Facilities, Structural Elements (Construction), Units of Study, Urban Environment

Identifiers—Environmental Awareness, *Environmental Design

Instructional units with suggested resources and appropriate activities for teaching environmental design to students in grades 6-12 are presented. An overview of program goals and suggested environmental awareness exercises and projects is followed by six illustrative units. The first unit (grade 6) focuses on environmental awareness and recreational environments, specifically the playground. In the second unit (grade 7), students consider amusement parks as a form of architecture, and graphics in the community environment. The third unit (grade 8) introduces social needs and "street furniture" as part of the community environment and uses gardens to illustrate a human-made recreational environment. The fourth unit, fundamentals of art, introduces students to architecture and natural forms, recreation parks, and public monuments and architectural preservation as a part of the historical environment. The fifth unit, "Commercial Art I," presents sections on residential architecture, modular design, and architecture and climate. Lessons in the sixth and final section, "Commercial Art II," examine interior and industrial design, urban planning, and cities of the future. Appendices include sample matrices, an urban food shopping activity, a city/county planning survey, an architectural element chart, a market research survey, a basic structure chart, and a map. An annotated bibliography of over 120 teacher and student resources, pamphlets, and journal articles published between 1960 and 1980 concludes the document. (LH)

ED 248 173 SO 015 866

Bolton, Ralph

Computers in Ethnographic Research. Final Report.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—10 May 84

Grant—NIE-G-78-0062

Note—146p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case Studies, *Computers, Educational Research, *Ethnography, *Field Studies, Higher Education, *Research Methodology, Social Science Research, Surveys

Identifiers—*Qualitative Research, Quantitative Research

The purpose of this research project was to identify ethnographers who had used computers in the field to record and analyze qualitative data. To locate such individuals a literature search was conducted, an announcement was placed in the "Anthropology Newsletter," anthropology computer specialists were contacted, a special symposium was conducted, and questionnaires were sent to anthropology department heads. The results were all negative. Excerpts provided from the letters from the anthropology department heads show that computers are used either in conjunction with textbooks or sometimes in field work, but not both. In the field, usage involves statistical analysis, rather than recording of qualitative field notes. The research project also surveyed recent Ph.D.'s in anthropology to determine the methods they use in the field to record and process their field notes. Vignettes from that survey and a paper describing the results are provided in the appendices. Additional items in the appendices are a bibliography of anthropological uses of computers and the field notes survey instrument. (RM)

ED 248 174 SO 015 867

Elementary Art Education Guide.

Frederick County Public Schools, Md.

Pub Date—83
Note—281p; For high school guide, see SO 015 868.

Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (\$14.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art Appreciation, *Art Education, Art History, Classroom Environment, Curriculum Guides, Educational Resources, Elementary Education, Folk Culture, Gifted, Holidays, *Interdisciplinary Approach, Language Arts, Mathematics Instruction, Science Instruction, Social Studies, Units of Study
Identifiers—Maryland

This curriculum guide for elementary art education is divided into 21 parts. Following a preface and acknowledgements, the philosophy, framework, goals, and objectives of the art curriculum for Frederick County (Maryland) are outlined. Grade level course overviews and scope and sequence for art education in grades 1-5 are then presented. An excerpt from Edmund Feldman's "Varieties of Visual Expression" describes aesthetic expression, general characteristics of child development are presented for grades 1-5, and a note to educators describes the role of art in elementary education and presents possibilities for an interdisciplinary approach to art activities. Design terms are defined, and design concepts are listed by grade level. The remainder of the handbook contains models for incorporating art education into the various disciplines at the elementary level. In the section on social studies, guidelines are offered for studying the arts of Africa, Alaska, Asia, Black Americans, Central America, early America and Europe, Hawaii, Colonial Maryland, the Middle East, Native Americans, and South America. For each type of art, styles, media and skills, special terms, slides, and references are outlined. Remaining sections discuss art education and language arts, math, science, holidays, seasons, gifted and talented education, as well as art room environment, safety, and equipment. Resources and a bibliography conclude the handbook. (LP)

ED 248 175 SO 015 868
High School Art Education Guide. Competency-Based Education.

Frederick County Public Schools, Md.
Pub Date—81

Note—749p; For elementary guide, see SO 015 867. Some sections contain small print that may not reproduce clearly.

Available from—Frederick County Board of Education, 115 East Church St., Frederick, MD 21701 (\$18.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Advanced Placement Programs, Art Activities, Art Appreciation, *Art Education, Art History, Ceramics, Commercial Art, Competency Based Education, Course Content, Curriculum Guides, Educational Resources, Fine Arts, Handicrafts, High Schools, Painting (Visual Arts), Photography, Sculpture, Units of Study

Arranged into 26 sections, this curriculum guide provides high school teachers with a competency based approach to teaching art education. Following a statement of appreciation, the philosophy and goals for art education in Maryland are presented. An excerpt from Edmund Feldman's "Varieties of Visual Experience" discusses aesthetic expression. High school art program guidelines offer suggestions regarding departmental organization and class size. The "Competency Based Education Art Guide" used as a basis for this curriculum guide is described, as are art courses offered in Frederick County (Maryland) high schools. Course overviews are then provided for each of the following art courses: advanced placement art, ceramics, commercial art, design, drawing, fiber arts, filmmaking, general crafts, jewelry, painting, photography, printmaking, publications, sculpture, stagecraft, and Western art history. For each of these courses, content and skills are charted and tagged to competencies, instructional objectives, instructional activities, alternative exercises, and evaluation methods. Bibliographies and relevant reading excerpts are also provided. Additional sections discuss art classroom safety, museum trips, and materials and equipment. (LP)

ED 248 176 SO 015 870

The United States and the Future of the Nonproliferation Regime. Report of a Vantage Conference Cooperstown, New York, May 13-16, 1984.

Stanley Foundation, Muscatine, Iowa.

Pub Date—May 84
Note—44p; Photographs may not reproduce clearly.

Available from—The Stanley Foundation, 420 East Third St., Muscatine, IA 52761 (free).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disarmament, Foreign Policy, *Futures (of Society), International Relations, Nuclear Warfare, Peace, *Policy Formation, Treaties, World Problems

Identifiers—*Nuclear Nonproliferation Theory, United States

The conference considered a broad range of issues regarding nuclear nonproliferation and U.S. policy objectives for the nonproliferation regime both in the near term and long term. Major areas receiving particular attention were: developments affecting the context of the nonproliferation debate; the present status of the nonproliferation regime; threats to the future of nonproliferation; the 1985 Non-Proliferation Treaty (NPT) Review Conference; and U.S. objectives regarding the implementation of full-scope safeguards, enhancing the International Atomic Energy Agency, strengthening the NPT, and broadening the nonproliferation regime. Overriding these issues was agreement that to insure the future stability of nonproliferation, measures must be taken to halt and reverse the vertical proliferation of the superpowers' nuclear arms race. The participants shared the goal of supporting and strengthening the nonproliferation regime and urged the United States to work toward this end. (Author)

ED 248 177 SO 015 872

Peters, Richard
Developing the Global Linkage Concept for Cooperative Living Habitats among Students Enrolled in Global Education Courses.

Global Horizons, The Center for Applied Ecological Studies, Plaistow, N.H.

Pub Date—Sep 84
Note—26p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Planning, Developed Nations, Developing Nations, *Global Approach, Intermediate Grades, *International Cooperation, Learning Activities, Middle Schools, Physical Environment, Secondary Education, Units of Study
Identifiers—*Environmental Quality, *Interdependence

Designed for teachers of middle school, junior high, and high school global education courses, this paper encourages the development of a global linkage concept for attaining universal goals such as the protection of the global environment. Following a rationale for and definition of global education, a brief history of relationships between nations is given. A word about 20th century economic development precedes further description of the global linkage concept. Global linkage is described as a state of interaction among the world's nations in such a way that cooperative living habitats are created. Education is proposed as a starting point for achieving this linkage. Sample global education units on environmental awareness (grades 9-12), sensory awareness (grades 5-12), global environments (grades 6-12), and interdependence (grades 5-12) are provided. A list of special interest organizations and author comments concludes the document. (LH)

ED 248 178 SO 015 878

Ediger, Marlow
Mennonites in American Society.

Pub Date—84
Note—24p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Amish, Comparative Analysis, Cross Cultural Studies, Cultural Differences, *Cultural Traits, Elementary Secondary Education, *Social Studies, *Subcultures

Identifiers—Hutterites, *Mennonites

Designed for elementary and secondary school social studies educators, this examination of the beliefs, values, customs, and philosophies of diverse groups of Mennonites living in the United States focuses specifically on major differences between and among the Hutterites, the Mennonites, the General Conference Mennonites, the Men-

nonite Brethren, and the Old Order Amish. For example, in dress, physical appearance, and the utilization of modern appliances and machines, General Conference Mennonites and Mennonite Brethren basically cannot be distinguished from other citizens in American society, whereas Old Order Amish, Hutterites, and Mennonites, and the Hutterites are clearly distinguishable. More specific comparisons are made in subsections devoted to each sect with regard to dress and physical appearance, attitudes toward formal schooling, acceptance of modern appliances and machines, acceptable occupations and living arrangements, attitudes toward military and community service, and differences in the teachings of the church. As a result of studying various Mennonite sects as well as other subcultures in the United States, learners may contrast their own values, beliefs, and goals with those of other subcultures. (LH)

ED 248 179 SO 015 879

Smith, Lyle R.
Lesson Commonality and Method of Reading: Effect on Achievement in Social Studies.

Pub Date—84
Note—21p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, *Content Area Reading, Educational Research, High Schools, Learning Processes, *Oral Reading, Reading Comprehension, *Reading Instruction, *Silent Reading, *Social Studies

Identifiers—*Lesson Structure

The organization of social studies classroom communication and the format for presenting such communication were investigated. High school students (n=282) were assigned to groups determined by the possible combinations of lesson organization, also referred to as lesson commonality (high versus medium versus low), method of reading (oral versus silent), and student ability level (above average versus average versus below average). After the students were presented an economics lesson, a test was administered to determine their comprehension of the lesson. The students who read the lesson silently scored significantly higher than students who received an oral presentation of the lesson. A significant interaction between lesson organization and student ability level indicated that highly organized lessons increased student learning under certain ability level conditions. These results are discussed in relation to previous pertinent research. (Author/LP)

ED 248 180 SO 015 882

Hanna, Jack C.
Ways of the Law. Lesson Guide.

South Carolina Educational Television Network

Columbia; South Carolina State Dept. of Education, Columbia.

Pub Date—Sep 80
Note—146p; Photographs and sample legal forms may not reproduce clearly.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Citizenship Education, Constitutional Law, Court Litigation, Criminal Law, Due Process, High Schools, Law Enforcement, *Laws, *Legal Education, Legal Problems, Units of Study
Identifiers—Juvenile Justice, *Law Related Education

Designed to acquaint high school students with those areas of the law that they are most likely to come in contact with, this series of 15 lessons can be used in government, citizenship, law, family living, and economics classes. Although originally developed to be used with a television series, the document can be adapted to other uses. Following an overview, the lesson guide discusses sources of law, reasons for law, and criminal procedure. The remaining eleven units deal with specific legal topics, presenting separate sections on substantive criminal law, the citizen's role in law enforcement, law enforcement by patrol officers, juvenile justice, family law (domestic relations), wills and estates, contract/consumer law, civil law, environmental law, due process, and the legal system. Each lesson begins with a situational description of a legal case from which a number of related activities and case examples evolve. Most units present objectives, lesson content, pre- and post-teleast activities, issues for discussion, correlative literature, related statutes and cases, and vocabulary and related concepts. The use of attorneys and other legal personnel is encour-

aged as a way of supplementing the lessons with initial introductions or follow-ups. Where appropriate, sample legal forms are presented. (LH)

ED 248 181 SO 015 883

Manson, Gary A., Ed. Ridd, Merrill K., Ed.
New Perspectives on Geographic Education: Putting Theory Into Practice. NCGE Facets in Geography, No. 3.

National Council for Geographic Education.

Report No.—ISBN-0-8403-1782-4

Pub Date—77

Note—218p.

Available from—Kendall/Hunt Publishing Company, 2450 Kerper Blvd., Dubuque, IA 52001 (\$8.95).

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Course Content, *Curriculum Development, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Field Studies, *Geography Instruction, Inquiry, Intellectual Disciplines, Interdisciplinary Approach, Learning Strategies, Social Studies, Teaching Methods, Values Education

Identifiers—*Theory Practice Relationship

Intended for K-12 geography teachers, this publication discusses course content and teaching methods for geography instruction. There are ten chapters. The first chapter discusses three educational philosophies which contend that the goals of education are to know, to do, and to be. Chapter 2 examines the nature of geography, discussing four traditions: environmental, spatial, regional, and experiential. The third chapter presents a framework for helping teachers make curriculum decisions. Chapter 4 provides guidelines for multidisciplinary and interdisciplinary social studies programs and gives practical examples, including case studies and learning activities, of ways in which geography could be integrated with the social studies curriculum. The fifth chapter explores ways to bring physical geography—the geography of naturally occurring phenomena such as climate and landforms—into today's geographic curriculum. Chapters 6-9 discuss teaching geography through inquiry, exposition, value strategies, and field and archival methods. Practical examples of each teaching method are provided. Objectives of geographic education in the elementary school are treated in the concluding chapter. (RM)

ED 248 182 SO 015 895

Davis, Albie

Mediation...An Alternative That Works. Second Edition.

Trial Court of Massachusetts, Salem. District Court Dept.

Pub Date—Mar 84

Note—42p.

Available from—District Court Department, Trial Court of Massachusetts, Holyoke Building, Holyoke Square, Salem, MA 01970 (free).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Citizenship Education, Community Programs, *Conflict Resolution, Decision Making, Elementary Secondary Education, Interpersonal Communication, *Legal Education

Identifiers—Law Related Education, *Mediation

A 5-part handbook provides elementary and secondary educators and community organizations with background information and resources for teaching mediation strategies. An introduction (part I) provides a rationale for mediation as a form of dispute resolution and for mediation programs in the schools. Part II seeks to define mediation by describing the differences between mediation and other forms of dispute resolution, benefits of mediation, the mediation process, training and skills required, history of mediation programs, and issues raised by mediation. Part III contains mediation resources, including Massachusetts mediation programs; mediation trainers, consultants, and information sources; and mediation programs in Massachusetts schools. Part IV consists of the bibliographies from four publications on dispute resolution. The final part is a mediation update form. (LP)

ED 248 183 SO 015 897

Wimberly, James, Ed.

We Too Built America: Recovering the American Heritage of Three Ethnic/Minority Groups in

the Middle Georgia Area. Instructional Guide.

Bibb County Public Schools, Macon, Ga.; Booker T. Washington Community Center, Macon, GA. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—82

Note—290p.; For student workbook, see SO 015 898. Maps and photographs may not reproduce well.

Available from—Bibb County Public Schools, 2064 Vineville Ave., Macon, GA 31204 (\$9.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*American Indian History, *Black History, Elementary Education, *Ethnic Studies, Family Life, Geographic Regions, Immigrants, *Jews, Junior High Schools, Learning Activities, *Local History, Migration, Politics, Religion, Resource Materials, Slavery, Social History, State History, United States History, Units of Study

Identifiers—Creek (Tribe), *Georgia

Designed for elementary and junior high school teachers, this instructional guide provides background information on the social, cultural, and historical contributions of American Indians, African-Americans, and Jewish Americans of the middle Georgia area to the life and development of the community and state and to national heritage. A staff development module contains general objectives, a pretest, and an outline which matches objectives to unit topics. Suggested usage, time allotment, and sequence are followed by a rationale for studying about regional minorities. A section dealing with the immigration of American Indians, African-Americans, and Jewish Americans is followed by information about geographical aspects of the middle Georgia area. The next section focuses on ethnic groups of the region, with separate subsections on the Creek Indians, the slave family, free blacks in Bibb County, and the Jewish community of Macon in 1860. Subsequent sections give information on the religion and education of Indians, Africans, and Jews and political and business interests of Africans and Jews in the region. A look at aspects of Macon's African and Jewish cultural history is followed by a list of references and a bibliography of over 60 books, articles, media materials and unpublished resources. Appendices include geographic information and supplemental photos and maps, additional documentation, e.g., Henry M. Turner's address to the Georgia Legislature, suggested activities, answer keys, and an ethnic heritage survey. (LH)

ED 248 184 SO 015 898

Cook, Dolores, Ed.

We Too Built America: Recovering the American Heritage of Three Ethnic/Minority Groups in the Middle Georgia Area. Student Workbook.

Bibb County Public Schools, Macon, Ga.; Booker T. Washington Community Center, Macon, GA. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—84

Note—265p.; For instructional guide, see SO 015 897. Maps and photographs may not reproduce well. Slides for "An Illustrated History of the Jewish Community of Macon, Georgia" are not provided.

Available from—Bibb County Public Schools, 2064 Vineville Ave., Macon, GA 31204 (\$9.50).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*American Indian History, *Black History, Elementary Education, *Ethnic Studies, Family Life, Geographic Regions, Immigrants, *Jews, Junior High Schools, Learning Activities, *Local History, Migration, Oral History, Politics, Religion, Resource Materials, Slavery, Social History, State History, United States History, Units of Study

Identifiers—Creek (Tribe), *Georgia

This workbook provides elementary and junior high school students with an opportunity to trace the social, cultural, and historical contributions of the American Indian, African-American, and Jewish American population groups living in the middle Georgia area. The workbook coincides with the information sections given in the instructional guide, including sections dealing with the migration of Indians, Africans, and Jews to America, geographical aspects of the middle Georgia area, ethnic groups of the region (the Creek Indian, the slave family, free blacks in Bibb County, and the Jewish community of Macon in 1860), religion and educa-

tion, politics and business, and aspects of Macon's African and Jewish cultural history. For each section, student worksheets, activities, maps, tables, and readings are provided. Next, transcribed oral history accounts of the lives of older adults representing local ethnic groups are provided. A section on extended activities introduces students to professional members of various ethnic groups, a profile of a Jewish family, and one of the oldest African-American organizations. The next section focuses on early African-American life in Jones County, presenting subsections on family life, education, politics, and other aspects of life in middle Georgia. An illustrated history of the Jewish community of Macon, Georgia, designed as a slide presentation, is followed by a list of over 200 references, audiovisual materials, and additional resources produced between 1855 and 1982. (LH)

ED 248 185 SO 015 899

Dean, Elizabeth, And Others

History in Black and White: An Analysis of South

African School History Textbooks.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-92-3-102092-7

Pub Date—83

Note—137p.

Available from—UNIPUB, 205 East 42nd St., New York, NY (\$15.00).

Pub Type—Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*African History, *Blacks, *Ethnic Stereotypes, *History Instruction, Political Attitudes, Secondary Education, Social Attitudes, Textbook Bias, *Textbook Content, Textbook Research, *Whites

Identifiers—Apartheid, *South Africa

Designed to examine the way that different ethnic groups are presented in South African secondary school history textbooks, this study gives special attention to the extent and nature of ethnic stereotyping in texts and the endorsement of particular social and political attitudes relevant to contemporary South Africa. By using a sociological perspective rather than an historical or educational one, this study focuses less on the historical accuracy or pedagogic merit of textbooks than on the kind of "world views" being offered and their implications for society as a whole. The first of eight chapters gives an introduction and background to the study. Chapter 2 presents a profile of education in South Africa, while chapters 3 and 4 examine aims and methods of textbook analysis and the distribution of subject matter. Chapters 5 through 7 look at the treatment of topics in detail, i.e., blacks and whites in the early 19th century, South African contemporary history and social and political change in Africa. Chapter 8, "Conclusions," indicates that some or all of the following were found in the examined textbooks: pervasive ethnocentrism, glorification of nationalism, presentation of the past as a model for the present, presentation of the historically contingent as natural and inevitable, perpetuation of myths, discrediting of counterideologies, assumption of black incompetence, and racism and stereotyping. Appendices include over 20 supporting data tables. (LH)

ED 248 186 SO 015 900

Dubuque, Martha L.

Study of Vermont: A Curriculum Designed for

Grades 4-6.

Vermont State Dept. of Education, Montpelier.

Pub Date—84

Note—213p.; Portions of supplemental material in the history unit may be marginally legible.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*American Indian History, Curriculum Guides, *Economics Education, History Instruction, Intermediate Grades, Learning Activities, Local History, Map Skills, *Municipalities, *Physical Geography, *State History, Units of Study

Identifiers—*Vermont

Designed for use in grades 4-6, this guide consists of four basic units related to the study of Vermont: Indian Civilization, Vermont History, Geography and Economics, and Cities and Towns. Each unit lists key concepts, content objectives, skills objectives, and related objectives. Next, specialized vocabulary as well as common, essential vocabulary lists are provided. Content material, supplemental material, suggested activities, and a completion test are also given for each unit. The first unit includes information on the Western Abenaki Indians of

Vermont, ancient Indian civilization, and Indians after the arrival of Europeans. The second unit, Vermont geography and economics, deals with mountains, rivers, lakes, geographic regions, general information and division by counties, map reading, and the economy. In the third unit, students learn the cities and towns by participating in a wide variety of activities. The final unit traces Vermont history from the early explorations of Samuel de Champlain to Vermont's independence. Each section provides student materials which can be duplicated. Activities include use of small and large group discussion, simulation, role play, use of media, questioning, independent study, and a skills contract which includes letters to parents and ideas for "make it," "write it," "exhibit it," and "draw it" activities. The document concludes with an appendix of terms, a prerequisite skills chart, a resources guide, and a bibliography. (LH)

ED 248 187 SO 015 901

McKernan, Jim, Ed.
Irish Educational Studies, Vol. 3 No. 1.
Educational Studies Association of Ireland, Dublin.
Pub Date—83

Note—328p; Financial assistance provided by Industrial Credit Corporation (Ireland), Allied Irish Banks, Bank of Ireland, and "Education Ireland." For volume 2, see ED 235 105. For volume 3 no. 2, see SO 015 902.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Case Studies, Comparative Education, Curriculum, Educational Objectives, *Educational Practices, Educational Research, Educational Theories, Elementary Secondary Education, English Instruction, Equal Education, Foreign Countries, Higher Education, Literature, Mathematics Instruction, Open Universities, Reading, Self Concept, Teacher Attitudes, Teacher Education, Teaching Methods, Textbook Evaluation

Identifiers—Dearden (R. F.), *Ireland, *Northern Ireland, Oakeshott (Michael)

Research issues concerning all levels of education in the Republic of Ireland and in Northern Ireland are examined in 22 papers. The papers deal with the following topics: information technology and education; the concept of authority as it applies to the professional teacher; an analysis of the theories of R.F. Dearden; a critical assessment of Michael Oakeshott's concept of education; building student self-concept through specific teaching strategies; storytelling; curriculum research; equality as a curriculum goal; pastoral care as a component of Irish education; mathematics education and the open university; readability levels of history texts used in Irish primary schools; reading standards at the college level; English language and literature education; learning with broadcasting; professionalism in teaching; competing ideologies in teacher training; teacher attitudes following the first year of teaching; and a history of the Northern Ireland Education Program for teacher training. (LP)

ED 248 188 SO 015 902

McKernan, Jim, Ed.
Irish Educational Studies, Vol. 3 No. 2.
Educational Studies Association of Ireland, Dublin.
Pub Date—83

Note—353p; Financial assistance provided by Industrial Credit Corporation (Ireland), Allied Irish Banks, Bank of Ireland, and "Education Ireland." For Volume 2, see ED 235 105. For Volume 3 no. 1, see SO 015 901.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Business Education, Case Studies, Comparative Education, Computer Assisted Instruction, Educational Finance, *Educational History, *Educational Practices, Educational Theories, Elementary Secondary Education, Foreign Countries, High School Graduates, National Programs, Open Education, Parochial Schools, Peace, Private Schools, Reading Instruction, Science Education

Identifiers—*Ireland, *Northern Ireland

Research problems and issues of concern to educators in the Republic of Ireland and Northern Ireland are discussed in 21 papers. Papers fall into the general categories of educational history and current practices. Papers in the first category cover the following topics: a history of the Education Inquiry of 1824-1826, the "hedge" or private primary

schools which existed in Ireland prior to institution of the national school system in 1831, the relationship between the Christian Brothers schools and the national school system, the relationship between the Irish treasury and the national school system, a history of the Royal Commission on Technical Instruction (1881-1884), the Educational Endowments Act of 1885, and Henry Edward Armstrong and experimental science in the schools. Papers dealing with current practices examine the views of Northern Ireland teachers, cognitive consciousness and the teaching of reading, peace education, Northern Ireland's management education program, problems and trends in computer-based education, business studies in Irish schools, the effect of the economic recession on business studies, ritual and symbol in the culture of Northern Ireland's primary schools, attitudes of "Leaving Certificate" students, the overhead projector as a teaching instrument, open curricula, residential schooling for the hearing impaired, an analysis of the post-primary curriculum, and the relation between theory and practice. (LP)

ED 248 189 SO 015 905

Chisholm, Anita, Ed.
Oklahoma's Indian People: Images of Yesterday, Today, and Tomorrow.
Oklahoma Univ., Norman. American Indian Inst. Spons Agency—Oklahoma State Dept. of Education, Oklahoma City.

Pub Date—83

Note—266p; Maps and illustrations may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—American Indian Culture, *American Indian History, *American Indian Studies, *Cultural Education, Federal Indian Relationship, History Instruction, Intermediate Grades, Junior High Schools, Learning Activities, Social Problems, *Social Studies, *State History, *Tribes, Trust Responsibility (Government), Units of Study

Identifiers—*Oklahoma
Designed to be combined with the social studies curriculum, this guide promotes awareness of American Indian contributions to Oklahoma's development and cultural heritage. Lessons help students in grades 6 through 9 strengthen powers of critical thinking, practice writing skills, and develop creative expression, while learning about Oklahoma's 34 federally recognized Indian tribes. Following an introduction in section I, section II provides information of a more general nature regarding the origin of the word "Indian," Oklahoma's current Indian population, the U.S. Government's responsibility to and trust relationships with American Indians, and the Indian reservation system. Lessons in section III develop tribally-specific historical information by providing lessons on specific tribes of each geographic region. Oklahoma's Indian people of the past, present, and future are the subject of section IV, and outstanding persons of various tribes are highlighted. Section V focuses on Indian arts, presenting poems, a play, and a science fiction story written by Oklahoma Indians. Section VI deals with contemporary issues facing Oklahoma's Indian people, including tribal language, cultural heritage, land, and progress issues. Section VII is devoted to culture and discusses family, myths, transition, a ceremonial game, a Pawnee burial, uses of mesquite cactus, Ponca singers, a Seneca legend, and traditional housing of the Wichita. Each lesson includes concept, presentation, application (activities and personalization), evaluation, and resources. (LH)

SP

ED 248 190 SP 024 016

Florida Teacher Certification Examination. Technical Report 1981-1982.
Florida State Dept. of Education, Tallahassee.
Pub Date—84

Note—57p; For related documents, see SP 024 017-020.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Higher Education, Knowledge Level, *Measurement Techniques, *Minimum Competency Testing, Preservice Teacher Education,

Quantitative Tests, Reading Tests, Standardized Tests, State Standards, *Teacher Certification, Teaching Skills, *Test Construction, Test Interpretation, Test Reliability, *Test Results, *Test Theory, Test Validity, Writing Skills
Identifiers—*Florida Teacher Certification Examination

The Florida Teacher Certification Examination (FTCE) is based upon selected competencies that have been identified as minimal entry-level skills for prospective teachers. A description is given of the four subtests which make up the FTCE: (1) writing-essay on general topics; (2) reading-multiple choice "cloze" procedure on general education passages derived from textbooks, journals, and state publications; (3) mathematics-multiple choice questions on basic mathematics, simple computation, and "real world" problems; and (4) professional education-multiple choice questions on general education (personal, social, academic development, administrative skills, and exceptional student education). This technical report provides information on the test's creation and assembly, administrative procedures, and scoring and reporting. A table presents statistics on the number and percent of students (1981-82) passing all subtests, by education major or program. The psychometric characteristics of validity, reliability, item discrimination, and contrasting group performance of the FTCE are discussed. Appendices provide information on: (1) essential competencies and subskills tested; (2) mathematical illustrations of formulas; (3) security and quality control procedures; and (4) scoring the writing examination. (JD)

ED 248 191 SP 024 017

Florida Teacher Certification Examination. Technical Report 1980-1981.
Florida State Dept. of Education, Tallahassee.
Pub Date—83

Note—59p; For related documents, see SP 024 016-020.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Higher Education, Knowledge Level, *Measurement Techniques, Minimum Competency Testing, Preservice Teacher Education, Quantitative Tests, Reading Tests, Standardized Tests, State Standards, *Teacher Certification, Teaching Skills, *Test Construction, Test Interpretation, Test Reliability, *Test Results, *Test Theory, Test Validity, Writing Skills
Identifiers—*Florida Teacher Certification Examination

The Florida Teacher Certification Examination (FTCE) is based upon selected competencies that have been identified as minimal entry-level skills for prospective teachers. A description is given of the four subtests which make up the FTCE: (1) writing-essay on general topics; (2) reading-multiple choice "cloze" procedure on general education passages derived from textbooks, journals, and state publications; (3) mathematics-multiple choice questions on basic mathematics, simple computation, and "real world" problems; and (4) professional education-multiple choice questions on general education (personal, social, academic development, administrative skills, and exceptional student education). This technical report provides information on the test's creation and assembly, administrative procedures, and scoring and reporting. A table presents statistics on the number and percent of students (1980-81) passing all subtests, by education major or program. The psychometric characteristics of validity, reliability, item discrimination, and contrasting group performance of the FTCE are discussed. Appendices provide information on: (1) essential competencies and subskills tested; (2) mathematical illustrations of formulas; (3) security and quality control procedures; and (4) scoring the writing examination. (JD)

ED 248 192 SP 024 018

The Florida Teacher Certification Examination. Bulletin II: The General Education Subtests—Reading, Writing, Mathematics. Revised.
Florida State Dept. of Education, Tallahassee.
Pub Date—Jul 81

Note—85p; For related documents, see SP 024 016-020.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Higher Education, *Minimum Competency Testing, Preservice Teacher Education, *Quantitative Tests, *Reading Tests, Standard-

ized Tests, State Standards, *Teacher Certification, *Test Format, *Writing Skills
Identifiers—*Florida Teacher Certification Examination

This bulletin presents a description of the general education subtests of the Florida Teacher Certification Examination. Information is provided on: (1) competencies and skills tested in the reading subtest; (2) general subtest and item specifications of the writing tests—methods used in evaluating writing ability and rating rationales for selected writing samples; and (3) development of the specifications for the mathematics subtest—guidelines to the overall design of the test, and item specifications for skills and subskills to be demonstrated in the test. The appendix provides a description of the scoring procedures for the writing subtest. (JD)

ED 248 193 SP 024 019

The Florida Teacher Certification Examination. Bulletin III: The Professional Education Subtest. Revised.

Florida State Dept. of Education, Tallahassee.
Pub Date—Jan 82
Note—189p.; For related documents, see SP 024 016-020.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Classroom Techniques, Higher Education, Instructional Materials, Interpersonal Competence, *Knowledge Level, *Minimum Competency Testing, Preservice Teacher Education, State Standards, *Teacher Behavior, *Teacher Certification, *Teacher Response, *Teaching Methods, Teaching Skills, *Test Format

Identifiers—*Florida Teacher Certification Examination

This bulletin contains the current specifications from which the questions on the professional education subtest of the Florida Teacher Certification Examination were developed. Information is provided on: (1) competencies and subskills tested by the subtest; (2) generic competencies evaluation strategies; (3) the content base for the professional education subtest; (4) item specification statements on the competency and subskill to be tested, the rationale behind the skill, and the way the test questions should be constructed to test that specific skill; (5) a bibliography listing books that supply information needed to master each competency; and (6) sample examination questions for the professional education subtest. (JD)

ED 248 194 SP 024 020

The Florida Teacher Certification Examination. Bulletin IV: The Technical Manual.

Florida State Dept. of Education, Tallahassee.
Pub Date—81

Note—137p.; For related documents, see SP 024 016-019.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Evaluation Methods, Grading, Higher Education, *Minimum Competency Testing, Preservice Teacher Education, *Scores, State Standards, *Teacher Certification, Test Bias, *Test Construction, *Test Reliability, *Test Validity

Identifiers—*Florida Teacher Certification Examination

This bulletin describes the technical adequacy of the Florida Teacher Certification Examination and includes discussions on establishing test reliability, test validity, passing scores, and protecting the test from cultural or ethnic bias. Chapter I describes the development of the examination: (1) development, identification, and validation of essential teacher competencies; (2) development of the competency subskills; (3) writing, validating, creating, pilot testing, and reviewing test items; (4) field testing examination items; and (5) setting passing scores. Chapter II provides information on procedures used to validate the manner in which the subtests were designed and the content area domains the tests cover. In chapter III, an evaluation is given of the reliability of multiple choice tests, standard error of the passing score, reliability coefficients, and reliability of the writing test score. The fourth chapter describes score scaling and passing scores and offers recommendations for the writing subtest. Chapter V discusses methods used to assure freedom from ethnic or cultural bias in the test. Appendices include: (1) professional contributions (personnel); (2) evaluation strategies for competencies and subskills; (3) coverage of the examination; (4) agendas; (5) forms

and materials—item reviews; (6) technical materials and standard-setting panel; and (7) references. (JD)

ED 248 195 SP 024 412

Ways to Improve Schools and Education Project (WISE). Annual Report.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—30 Dec 83

Contract—400-83-0007

Note—110p.; For the executive summary, see SP 024 413.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cooperative Programs, Educational Objectives, Education Work Relationship, Faculty Development, Higher Education, Inservice Teacher Education, *Private Financial Support, *Program Effectiveness, *School Business Relationship, School Community Relationship, Secondary Education, *Work Experience Programs
Identifiers—*Ways to Improve Schools and Education (Project)

The Ways to Improve Schools and Education (WISE) Project made an exploratory study of local school-business collaborative efforts to develop human resources and enrich the quality of education in the community. The focus of the study was on private sector voluntary efforts to help schools become more effective through staff development/in-service education. The base of operation was developed through: (1) interacting with school-business projects; (2) reviewing relevant literature; and (3) assisting with the establishment and implementation of collaborative activities at three pilot sites in the Southwest. At each site, a Liaison Team was organized, consisting of representatives from: (1) the school district; (2) a collaborating business or chamber of commerce; (3) an institution of higher education; (4) the state education agency; and (5) the Southwest Educational Development Laboratory. The project: (1) identified and prioritized issues involved in school-business collaboration; (2) wrote guidelines to resolve these issues; (3) developed models for implementing collaboration; (4) drew conclusions which indicated that education and private sector collaboration is a viable and necessary concept which benefits the schools, business, and the community, and that liaison teams are an effective means of facilitating this collaboration; and (5) made recommendations for improving and facilitating education-private sector partnerships during fiscal year 1984. (Author/JD)

ED 248 196 SP 024 413

Education and Private Sector Collaboration to Help Meet School Staff Development/Inservice Education Needs. Ways to Improve Schools and Education Project. Annual Report. Executive Summary.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-83-0007

Note—27p.; For the full report, see SP 024 412.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Resources, *Cooperative Programs, Educational Finance, Educational Objectives, Elementary Secondary Education, Faculty Development, Inservice Teacher Education, *Private Financial Support, *Program Development, Program Effectiveness, *School Business Relationship, Teacher Improvement
Identifiers—*Ways to Improve Schools and Education (Project)

This executive summary of a report on the Ways to Improve Schools and Education (WISE) Project study of local school-business collaboration focuses upon the private sector voluntary efforts to help schools become more effective through staff development/in-service education. Topics covered in the report include: (1) rationale for the project; (2) statement of the problems and goals for WISE; (3) site selection (limited to three school districts in the southwest); (4) development of liaison teams; (5) findings in literature in regard to school-business collaboration; (6) findings from WISE sites; (7) reports from the working conferences; (8) guidelines identified by issues and problems; and (9) conclusions and recommendations from sites and liaison teams. (JD)

ED 248 197 SP 024 786

Student Teaching Handbook. 1982 Edition.

Illinois State Univ., Normal. Coll. of Education.

Pub Date—Jun 82

Note—50p.; Portions contain light print.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperating Teachers, Field Experience Programs, Higher Education, Preservice Teacher Education, Student Evaluation, *Student Teachers, *Student Teacher Supervisors, *Student Teaching, *Teacher Responsibility, *Teacher Role

Identifiers—Student Teacher Evaluation

This handbook is designed to explain the student teaching programs at Illinois State University by identifying and defining the roles and responsibilities of those involved in the programs. Objectives for the student teaching programs are stated, and suggestions for evaluation are made. Chapter I discusses the purposes and objectives of student teaching. In the second chapter, requirements and policies are clarified in regard to assignment to student teaching, assignment and locations of student teaching sites, arrangements for student teaching, official notification of assignments, student teaching and special methods, and policies governing attendance. Chapter III deals with the distribution of student teaching experiences and student teachers' weekly reports. The roles and responsibilities of the cooperating teachers and the college supervisor are discussed in chapters IV and V. In the sixth chapter, the basic principles of student teacher evaluation are discussed, as are conferences with student teachers, criteria for evaluating performance, and grading. The administrative aspects of the student teaching program are discussed in the final chapter. (JD)

ED 248 198 SP 024 788

Surma, Marygrace, Comp. Pre-Student Teaching Clinical Experiences Handbook. Revised.

Illinois State Univ., Normal. Coll. of Education.

Pub Date—Aug 82

Note—26p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperating Teachers, *Educational Objectives, *Field Experience Programs, Higher Education, Leadership Responsibility, Preservice Teacher Education, Student Teacher Supervisors, Student Teaching, *Teacher Education Curriculum, *Teacher Responsibility, *Teacher Role, Teaching Experience

Guidelines are presented on the roles and responsibilities of teacher candidates, cooperating teachers, school administrators, university faculty supervisors, and university coordinators of pre-student teaching clinical experiences. A list is provided of 13 broad goals relevant to all levels of the clinical experience. A general classification system for pre-student teaching experiences is presented with suggested activities applicable to all types of clinical experiences at the indicated level of academic preparation. The first of these levels is the initial or early stage of academic preparation, and at the second level are teacher candidates who have completed initial clinical experiences and are academically involved with general teaching methodology courses. The third level includes teacher candidates who are in the final academic preparation stage prior to student teaching. A list of selected teacher education courses identifies the academic level at which the course should be taken by the student. An annotated bibliography of additional sources of information regarding pre-student teaching clinical experiences is included. (JD)

ED 248 199 SP 024 791

Zychowicz, Mariene J. Holding Conferences with Student Teachers. Professional Development Series for Supervising Teachers. 3.

Illinois State Univ., Normal.
Spons Agency—Illinois State Board of Higher Education, Springfield.

Pub Date—[74]

Note—18p.; Prepared under the sponsorship of the Academic Affairs Conference of Midwestern Universities and the Chicago Consortium of Colleges and Universities.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conferences, *Cooperating Teachers, Higher Education, Interpersonal Relation-

ship, Preservice Teacher Education, Student Evaluation, Student Needs, *Student Teachers, *Teacher Student Relationship

Identifiers—*Student Teacher Evaluation

This module offers suggestions for improving co-operating teacher-student teacher conferences. The first section deals with establishing rapport and creating a climate that is supportive and non-threatening to the student teacher. Specific teaching skills which the cooperating teacher should emphasize in the conference are discussed: (1) planning for instruction; (2) teaching methods and materials used; (3) classroom management; (4) skill in handling materials and equipment; (5) keeping records; (6) personal relations with students and staff; and (7) personal qualities related to teaching performance. In the second and third sections, suggestions are made on planning a conference format and for dealing with student teachers who have special problems or negative attitudes. Four specific suggestions are made for improving conferences in the fourth section, and a list of questions is provided for evaluation of the conference's effectiveness. (JD)

ED 248 200 SP 024 936

Eastern Kentucky University: A Comprehensive Teacher Education Program/Product Evaluation.

Eastern Kentucky Univ., Richmond. Coll. of Education.

Pub Date—[83]

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Degree Requirements, *Evaluation Methods, Grade Point Average, Graduate Surveys, Graduation Requirements, Higher Education, Preservice Teacher Education, *Program Evaluation, *Self Evaluation (Groups), Student Characteristics, Student Evaluation, Student Teaching, *Teacher Education Programs, Testing

Identifiers—*Eastern Kentucky University, Student Teacher Evaluation

A description is given of a system for evaluating the teacher education program at Eastern Kentucky University. A list is provided of the sequence of evaluation procedures, beginning with students' pre-university entrance, and progressing through admission to the teacher education program, admission to student teaching, student teaching evaluation, completion of the baccalaureate degree, and admission to graduate school. The method of evaluation used at each stage of the process is described along with the follow-up procedures used for assessing the progress of graduates. A network of committees oversees each stage of the evaluation: (1) generic competency examination committee; (2) basic skills committee; (3) departmental evaluation committee; (4) student teaching evaluation committee; (5) college evaluation committee; and (6) follow-up committee. Flow charts illustrate the relationships of these committees, their interactive communications systems, and the structure of the hierarchy established for decision making on reciprocal responsibilities. (JD)

ED 248 201 SP 024 940

Villema, Melvin G. And Others

The Use of Student Background Factors and College of Education Entry Factors to Predict Performance on the Florida Teacher Certification Examination.

Pub Date—Nov 82

Note—22p.; Paper presented at the Annual Conference of the Florida Educational Research Association (Orlando, FL, November 1982).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, College Graduates, *Education Majors, Grade Point Average, Higher Education, Performance Factors, *Predictor Variables, Preservice Teacher Education, *Standardized Tests, *Student Characteristics, *Teacher Certification

Identifiers—ACT Assessment, *Florida Teacher Certification Examination

The relationship of selected student background factors and performance on the American College Test (ACT) to performance on the Florida Teacher Certification Examination (FTCE) was examined. The FTCE is composed of four tests—mathematics, reading, professional practices, and writing—and is required for teacher certification in Florida. Records of selected graduates provided information on

ACT entry data, background factors (race, sex, education major, lower level college background), and campus where bachelor's degree was completed. Overall, it appeared that the college of education entry factors (ACT scores, grade point average) were most promising for the prediction of mathematics and reading performance on the FTCE. The student background factors included in the study appeared far less promising than the entry factors for predicting FTCE performance. A description is given of the methodology used to compare these multiple factors with performance on the FTCE. The results of the comparisons are discussed and presented in tabular format. (JD)

ED 248 202 SP 024 946

Reighart, Penelope A. Loadman, William E.

Content Analysis of Student Critical Events Reported in the Professional Introduction Courses.

Pub Date—May 84

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Analysis, *Critical Incidents Method, Education Courses, *Education Majors, Evaluation Methods, Higher Education, Preservice Teacher Education, Student Attitudes, Student Characteristics, Student Reaction, *Teaching Experience

Identifiers—*Ohio State University

A system was developed for analyzing the content of students' narrative reports of critical/significant events that occurred during experiences in two introductory teacher education courses at Ohio State University. This content analysis system is a hierarchical classification in which each event is classified in four ways: (1) type of experience (i.e., instructional strategy in which the event occurred); (2) type of event (i.e., teacher responsibility or area of teacher decision making); (3) category of event (i.e., specific situation or behavior during an event); and (4) affect of event (i.e., feeling expressed about the event). This report details the major processes involved in developing the system: (1) development of an initial set of categories based on students' reports of events; (2) trial analysis of critical event reports using the initial categories and subsequent revision of the category system; (3) development of rater skill and determination of interrater reliability; (4) establishment of procedures to be used in classifying events; and (5) content analysis of a large sample of critical events. Results obtained from implementation of the evaluation system are also reported. Tables present data obtained on each category of critical events. (JD)

ED 248 203 SP 024 947

Loadman, William E.

Overview of the Student Information System Program Evaluation at the Ohio State University College of Education.

Pub Date—Feb 84

Note—21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Majors, *Evaluation Methods, *Formative Evaluation, Graduate Surveys, Higher Education, Preservice Teacher Education, *Program Evaluation, Schools of Education, Student Evaluation, Teacher Evaluation

Identifiers—National Teacher Examinations, *Ohio State University

The Student Information System (SIS) is designed to provide a longitudinal data base about students matriculating at and graduating from the College of Education at Ohio State University. The SIS has four basic purposes: (1) to document student experience for accountability and accreditation purposes; (2) to diagnose student progress for general student advising and counseling functions; (3) to collect data about students and programs for evaluation of both graduates and programs; and (4) to research the nature of teacher education and teacher development and other professional personnel programs. This report contains a description of the SIS. A matrix display illustrates how information is obtained on each student at three stages of their careers: (1) preprofessional; (2) preservice professional; and (3) inservice professional. A summary report of the 1982-83 results of the National Teacher Examinations administered to graduating

seniors is included, as well as the Executive Summary Follow-up Survey of Teacher Education Graduates 1978-79, 1980-82, and 1981-82. (JD)

ED 248 204 SP 024 948

Holcomb, Zella J. Loadman, William E.

Supervisor's Evaluation of 1978-1979, 1980-1981 and 1981-1982 Graduates at the Ohio State University's College of Education Teacher Certification Program. Follow-Up Project 1983.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date—[Dec 83]

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Education Majors, Employment Potential, Graduate Surveys, Higher Education, Job Performance, Outcomes of Education, Preservice Teacher Education, Program Evaluation, *Supervisors, *Teacher Attitudes, *Teacher Effectiveness, *Teacher Evaluation

Identifiers—*Ohio State University

Student teacher supervisors were surveyed to obtain their ratings of graduates from the College of Education at Ohio State University. Three sample years (1978-79, 1980-81, 1981-82) were chosen. The questionnaire dealt with: (1) whether or not the graduate was still being supervised by the individual completing the questionnaire; (2) how long the graduate had been under the individual's supervision; (3) how well prepared the graduate was to assume teaching responsibilities; (4) how confident the graduate is in performing teaching duties; (5) how effective the graduate is as a teacher; (6) would the graduate be rehired; (7) how the graduate's teaching performance compares with other teachers at the same level; and (8) areas of the teacher education program, identified by the supervisor, that should be added or receive increased emphasis. Examination of the data indicate that supervisors are generally pleased with the teachers that have graduated from the university. The graduates received positive ratings on their confidence and on their educational preparedness from their supervisors. Tables comparing data among the groups of graduates are included. Suggested program improvements are listed. (JD)

ED 248 205 SP 024 949

Loadman, William E. Holcomb, Zella J.

Follow-Up of Autumn, 1978 through Autumn, 1982

Doctoral Graduates at the Ohio State University's College of Education. Technical Report #1

[and] Executive Summary.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date—Apr 84

Note—103p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Advising, Career Development, *Doctoral Degrees, Doctoral Dissertations, Educational Background, *Education Majors, Education Work Relationship, Graduate Surveys, Higher Education, *Program Effectiveness, *Student Attitudes, *Student Characteristics, Teacher Education Programs, Work Experience

Identifiers—Ohio State University

A follow-up study of doctoral graduates from the College of Education at Ohio State University covered all graduates from Autumn, 1978 through Autumn, 1982 (N=636). A questionnaire obtained information on: (1) general educational background courses taken; (2) instructors; (3) advisor and advisory committee; (4) general examinations; (5) dissertation process; (6) campus facilities and services; (7) present work experience; (8) research and publication record; and (9) demographics. Demographic information revealed slightly more male than female graduates. Most graduates were Caucasian. The major area studied at the bachelor's level was not education, and, at the master's level, approximately a third did not major in education. A substantial number taught K-12 prior to the doctorate, and there was a substantial increase in college level teaching after receipt of the doctorate. Overall, the graduates indicated that their doctoral program significantly contributed to their current job satisfaction. The respondents recommended some changes in the program: (1) increased contact with advisor; (2) more research and statistics courses; and (3) more computer training. Over 100 tables present data gathered for this analysis. (JD)

ED 248 206 SP 024 950

Loadman, William E. Holcomb, Zella J.

Follow-Up of 1978-1979, 1980-1981, and 1981-1982 Graduates at the Ohio State University's College of Education. Technical Report #8 [and] Executive Summary.

Ohio State Univ., Columbus. Coll. of Education. Pub Date—Dec 83

Note—197p.
Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Aspiration, Career Development, *Education Majors, *Education Work Relationship, Graduate Surveys, Higher Education, *Job Satisfaction, Outcomes of Education, Preservice Teacher Education, *Program Effectiveness, *Student Characteristics, Teacher Attitudes, Teacher Employment

Identifiers—*Ohio State University

A follow-up study was conducted of graduates of the College of Education at Ohio State University (OSU). A questionnaire obtained information regarding: (1) present job status; (2) job satisfaction; (3) student teaching experience; (4) attitudes toward preservice academic training; (5) educational background and aspirations; and (6) demographics. The results of these analyses are presented in this technical report. Demographic information and select questionnaire items for each sample year are presented in tabular form. Based on these tables, a profile of each sample year is presented. The next section contains a discussion of questionnaire items by employment subgroup (teaching, education-related field, noneducation-related field). The subgroups are discussed for each sample year, and differences within those years by program area, sex, and teaching level are presented. A comparison between years of each subgroup is also presented. The next section contains a discussion of a group of items regarding the student teaching experience and a group of items dealing with the educational background of the respondents. Appendices contain the follow-up questionnaire and the two informational letters mailed with it. The statistical analyses that produced significant results are also in the appendix. (JD)

ED 248 207 SP 024 994

Bulcock, Jeffrey W.

Why Can't We Define Good Teaching?

Pub Date—May 84

Note—41p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, June 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Observation Techniques, College Faculty, *Evaluation Methods, Evaluation Utilization, Foreign Countries, *Formative Evaluation, Higher Education, *Summative Evaluation, Teacher Administrator Relationship, Teacher Behavior, *Teacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Teaching Skills

Identifiers—*Canada

Two methods of teacher evaluation, summative evaluation and formative evaluation, are examined. The summative theory calls for an assessment of teaching competence on the basis of which judgments may be made on matters pertaining to promotion, tenure, merit salary increments, or dismissal. Summative evaluation is strongly supported because it provides protection against arbitrary decision making about personnel. However, there are drawbacks to this evaluation theory. Without a clearly articulated theory of teaching, there are many possibilities for errors of judgment on the part of the evaluators. Another problematic feature of summative evaluation is seen to lie with its bureaucratic consequences. Formative evaluation calls for the improvement of teaching through self-identification of a teacher's strengths and weaknesses through interaction and feedback. At each step of the evaluation process, the teacher improves performance, based on regular feedback which increases teacher effectiveness. In this approach, care is taken to avoid ranking the teacher or making judgments about the teacher's ability. The merits and drawbacks of each of these evaluation methods are discussed, and practical implications are considered. (JD)

ED 248 208 SP 025 067

Planning for Change in Teacher Education at Bloomsburg University. An Ongoing Comprehensive Evaluation.

Bloomsburg Univ., PA.

Pub Date—Mar 84

Note—33p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change, *Strategies, *Cooperative Planning, *Educational Change, Higher Education, Needs Assessment, Preservice Teacher Education, Program Implementation, *Program Improvement, *Self Evaluation (Groups), *Teacher Education Programs

Identifiers—*Bloomsburg University PA

A progress report is presented on the planning and implementation processes involved in improving the teacher education program at Bloomsburg University (Pennsylvania). Based upon a survey and analysis of faculty opinion, a review was made of all aspects of the programs in teacher education. The process of planning for change was divided into 7 stages: (1) preparatory; (2) planning; (3) transition; (4) review; (5) design; (6) implementation; and (7) futures. Each of the teacher education departments responded to a set of specific questions on: (1) goals and objectives; (2) admission, monitoring, and exit criteria; (3) programs and curriculum; (4) advisement and follow-up; (5) resources and facilities; (6) public service and in-service induction; (7) faculty development; and (8) governance. A description is given of methods of establishing priorities, evaluating and synthesizing goals, and means of establishing consensus on decisions for changes. Four exhibits provide outlines of the sequential stages taken to change and improve the programs, and the progress to date of each of these stages. (JD)

ED 248 209 SP 025 071

Final Recommendations of the Commission on Quality Teaching.

Maryland State Board of Education, Baltimore.

Pub Date—Oct 82

Note—71p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Admission Criteria, Beginning Teachers, *Educational Policy, Elementary Secondary Education, Faculty Development, Government Role, *Program Improvement, *State Standards, Teacher Certification, *Teacher Education, Teacher Effectiveness, Teacher Evaluation, *Teacher Improvement, Teacher Qualifications, Teacher Salaries, Teaching Conditions

Identifiers—*Maryland

Eight priority recommendations are outlined for attracting and preparing teachers, developing the new teachers, improving the teaching climate, and rewarding effective teaching. Consideration is given to issues related to effective teaching within the framework of seven areas: (1) early student interest; (2) entry into teacher education; (3) professional education; (4) certification; (5) probationary support and assessment for beginning teachers; (6) maintaining the quality of the experienced teacher; and (7) teacher reward systems. Additional recommendations include statements on: (1) improving the public image of teaching; (2) equity guidelines for education programs; (3) career options; (4) state and local responsibilities for teacher improvement; (5) compensation and leave policies; (6) teacher evaluation; (7) allocation of educational resources; (8) supervisory responsibilities; and (9) the role and function of institutions of higher education in supporting the professional development of teachers. A rationale accompanies each recommendation. A minority report, taking exception to or wishing to change some of the recommendations, is included. (JD)

ED 248 210 SP 025 072

Karal, Pearl

Parenting Education for the Young: A Literature Survey.

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-9195-2

Pub Date—84

Note—78p.

Available from—Publication Service, 880 Bay Street, 5th Floor, Toronto, Ontario, Canada M7A 1N8 (\$5.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Involvement, Curriculum Development, Educational Objectives, *Educational Trends, Elementary Secondary Education, *Family Life Education, Foreign

Countries, Individual Development, Instructional Materials, *Parenthood Education, Parent Student Relationship, School Role, Sex Education, Special Education, Teaching Guides

Identifiers—Canada

A study sought to determine the need for parenting education for children (up to 19 years), and to find out what is being done worldwide in the field. Data were collected by means of a computer search of Family Life Education (FLE) literature, letters to ministries of education and educational organizations, and telephone calls to selected education personnel. A synthesis of information is presented on: (1) most widely perceived goals of FLE programs; (2) goals of courses in FLE curricula; (3) sex education and FLE; (4) sex of students and provision of FLE; (5) relation of course content to grade levels; (6) education for and about handicapped children; (7) teacher selection for FLE courses; (8) teacher support-material resources, inservice training, and human resources; (9) parent and community involvement; (10) education in nonschool settings; (11) new directions in the field; and (12) parenting education research, past and future. General conclusions are presented. Appendixes include questions addressed by the study, descriptors used in the computer search, the letter sent to solicit information, sources of direct response, and references and a six-page bibliography. (JD)

ED 248 211

SP 025 073

Kasambira, K. Paul

Student Motivation: A Recipe for Teacher Educators.

Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984) and the Illinois Association of Teacher Educators (Dekalb, IL, April 5-6, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Problems, Educational Strategies, Individual Differences, Instructional Improvement, *Motivation Techniques, *Positive Reinforcement, *Questioning Techniques, Relevance (Education), *Student Motivation, *Student Needs, Teacher Effectiveness, *Teacher Student Relationship

A review of literature dealing with psychological needs, including work by Maslow (with explanations of comfort, security, the social instinct, ego gratification, and self actualization) serves as a foundation for an examination of the problem of motivating students. Two major causes of lack of motivation, poor teaching and poor curriculum, are considered. It is pointed out that, unless the curriculum is designed in such a way that students find a purpose and relationship between their studies and real life, schools are going to continue to bore them. Symptoms of lack of motivation, in particular three stages of student "burn-out," are described. These physical and psychological manifestations of loss of motivation are described to indicate to the alert teacher that a student has erected a block to meaningful learning. Suggestions are made for ways in which teachers can develop self-motivation in students. Particular emphasis is placed on developing questioning and listening skills and the use of positive reinforcement. (JD)

ED 248 212 SP 025 076

Shuffield, Gilda Dana, Richard H.

Wellness Assessment: A Rationale, A Measure, and Physical/Psychological Components.

Pub Date—17 Mar 84

Note—7p.; Paper presented at the Meeting of the Society for Personality Assessment (Tampa, FL, March 17, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cardiovascular System, Locus of Control, *Measures (Individuals), Muscular Strength, Nutrition, *Physical Fitness, *Physical Health, Self Esteem, Stress Management, *Well Being

Identifiers—Positive Attitudes

Wellness, or holistic health, represents a positive attitude toward the integration of physical and psychological aspects of lifestyle. There have been few attempts to assess wellness that contain more than questionnaire items across several component areas. This paper describes a test battery that includes

physical (nutrition, cardiorespiratory endurance, body composition, muscular strength, muscular endurance, and flexibility) and psychological components (health locus of control, self-esteem, and stress and coping skills) and that can be administered in 90 minutes. In addition, an attempt is made to devise a brief global projective measure of inner balance, or coherence congruence, that can substitute for the test battery and be useful for monitoring wellness in specific populations. (Author/JD)

ED 248 213 SP 025 077

Hovens, Elizabeth H. And Others
Health Education and Physical Fitness for Older Americans.

Pub Date—Jun 84

Note—25p; Paper presented at the Mid-Year Conference of the Society for Public Health Education (2nd, Johnson City, TN, June 20-22, 1984).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, Community Services, Exercise, *Health Education, *Health Programs, Life Style, Negative Attitudes, *Older Adults, *Physical Fitness, Positive Reinforcement, *Program Development, *Program Implementation, Social Attitudes

A community-focused health promotion program for older adults was planned and implemented in Fairfax County, Virginia. A needs assessment was conducted to determine the social health problems and behavior patterns of the older adults in the community. After analysis of factors that may impinge upon the decision-making processes of those who might engage in a health program, it was decided that a program of regular exercise would be most conducive to achieving a healthier lifestyle. The characteristics of such an innovation were examined, including compatibility with past experiences and values, difficulty with understanding the benefits of exercise, the extent to which it may be tried on a limited basis, advantages, impact on social life, and risk or uncertainty. In an educational diagnosis of factors related to older adults, the factors of attitudes and beliefs, resources and necessary skills to perform, and attitudes and behaviors of peers were explored. A description is presented of the educational strategies selected for the program, and a brief evaluation of the program's progress is given. (JD)

ED 248 214 SP 025 078

Instructional Improvement Materials for Physical Education.

Michigan State Board of Education, Lansing.
Pub Date—Jun 84

Note—61p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, Human Body, *Instructional Improvement, Instructional Materials, Motor Development, *Performance Tests, Physical Activities, *Physical Education, Physical Fitness, *Psychomotor Objectives, *Psychomotor Skills, *State Standards

Identifiers—Michigan
This document is designed to assist physical education teachers in addressing deficiencies found in Michigan students when they were tested on physical education performance objectives. The objectives included are: (1) locomotion—run, hop, skip; (2) body projection—horizontal and vertical jump; (3) rhythm—move to an even beat; (4) object projection—overhand throw, forehand strike; (5) object reception—catch, bounce; (6) body awareness—directions in space; (7) body control—dynamic balance; (8) posture—lifting/lowering; (9) flexibility—hip/trunk; (10) strength—abdominal, arm-shoulder; and (11) endurance—cardiorespiratory. Support materials for each performance objective are divided into four sections: (1) test item and performance standard; (2) procedures that should be followed in planning and implementing physical education instruction for any student; (3) organizational strategies to assist in maximizing student interest; and (4) suggested activities for each objective, presented in the form of an activity chart indicating the appropriate grade level for each activity. (JD)

ED 248 215 SP 025 085

Telephone Tutorials. Report of a Pilot Scheme.
Spring Semester 1982.
Mitchell Coll. of Advanced Education, Bathurst,

New South Wales (Australia).

Pub Date—Mar 83

Note—55p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Distance Education, Foreign Countries, Higher Education, Instructional Materials, *Pilot Projects, Program Costs, Program Development, Program Evaluation, Small Group Instruction, Student Attitudes, Teacher Attitudes, Teaching Methods, *Telephone Instruction, *Tutorial Programs

Identifiers—*Australia
A report is given of the development in Australia of telephone tutorials for small group instruction of isolated students with and without the assistance of loudspeaking telephones. The following topics are covered: (1) why use telephone tutorials; (2) location of telephone tutorial centers; (3) equipment; (4) unit and staff selection; (5) pilot sessions—spring 1982; (6) students' evaluations; (7) lecturers' opinions; (8) costs; and (9) technical problems. A discussion is presented on the strengths and weaknesses of the pilot program, and proposals are made for further trials and extension of services. A feedback form used in the program is appended, as well as a senior research officer's evaluation of students' comments. (JD)

ED 248 216 SP 025 086

Backman, Carl A.

The Challenge of Reform: Preservice Teacher Education Policy in Florida. The View at the Institution.

Pub Date—24 Apr 84

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accreditation (Institutions), Change Agents, *Educational Change, *Educational Legislation, Higher Education, Information Dissemination, *Policy Formation, Preservice Teacher Education, *Program Improvement, Public Relations, *Schools of Education, Self Evaluation (Groups), *State Standards

Identifiers—University of West Florida
Using the University of West Florida as a case study, six major dilemmas facing institutions as they attempt to implement reforms caused by recent changes in state-level teacher education policies are identified: (1) keeping abreast of events including reform proposals; (2) providing input to reform panels; (3) dealing with public relations; (4) coping with reform when resources are not increased; (5) providing time to validate changes; and (6) reconciling institutional philosophies and legislative mandates. The problems and challenges presented by each of these dilemmas are discussed within the framework of how they have been met at the University, and how they have affected policy making decisions within the college of education. Reactions of administration and faculty to legislative recommendations for changes are discussed. It is noted that the greatest challenges appear to be finding ways to use the visibility afforded teacher education as leverage to secure resources needed to implement desired changes, and maintaining the legitimacy of colleges of education as the principal component of the institutions responsible for teacher education. (Author/JD)

ED 248 217 SP 025 093

Daniel, Arlie And Others

Cognitive Style as a Predictor of Achievement: A Multivariate Analysis.

Pub Date—May 84

Note—31p; Paper presented at the Annual Convention of the International Communication Association (San Francisco, CA, May 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Cognitive Style, Concept Formation, *Field Dependence/Independence, Higher Education, *Student Evaluation of Teacher Performance, Teacher Effectiveness, *Teacher Student Relationship, *Teaching Styles

The relationship between student achievement and student evaluation of instructors based on the match/mismatch of cognitive styles was examined. Students (N=161) and teachers (N=10) were ad-

ministered the Group Embedded Figures Test during the semester. At the end of the course, teacher evaluations and students' scores were obtained and analyzed through a multivariate analysis of variance. Results indicate that the field independent students with field independent teachers received the highest grades, while field dependent students with field dependent teachers received the lowest grades. Field dependent teachers received their highest evaluations from field dependent students, while field independent teachers received their lowest ratings from them. Generally, field dependent teachers were evaluated higher by all students and field independent teachers were evaluated least favorably. (Author/JD)

ED 248 218 SP 025 096

Cook, Gillian E.

Clinical Supervision in My School?

Pub Date—30 Jan 84

Note—26p; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Observation Techniques, Cooperative Planning, Faculty Development, High Schools, *Inservice Teacher Education, *Lesson Observation Criteria, *Program Implementation, *Supervisory Training, Teacher Evaluation, *Teacher Supervision, Teacher Workshops

Identifiers—*Clinical Supervision
A Clinical Supervision Training Program was designed for department coordinators for mathematics, science, English, and social studies in four high schools. The program lasted throughout the school year, and included three full-day and one half-day workshops as well as four small group meetings. At the first workshop, the program was introduced, and the concept of clinical supervision was presented. The second workshop introduced various classroom observation systems (e.g., Flanders' Interaction Analysis System), and participants learned how to design new instruments and to use existing instruments to collect varied types of data. A third workshop provided opportunities for discussion and practice of the various stages of the clinical supervision cycle. The closing workshop included an evaluation of the program and discussions of participants' reactions. A discussion is presented of the data collection process and findings from the data, and the program is examined in the light of current beliefs about effective staff development and supervision. A brief review is included on alternative ways of implementing clinical supervision in the schools. (JD)

ED 248 219 SP 025 102

Barger, Jo Barger, Robert N.

Are Teaching Certification Graduates "Bottom of the Barrel"? Exploring the Evidence and Exploding the Myth.

Pub Date—Nov 84

Note—23p; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, CA, November 7-11, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Class Rank, Comparative Analysis, *Education Majors, *Grade Point Average, Grades (Scholastic), Higher Education, *Nonmajors, Preservice Teacher Education, Schools of Education, *Standardized Tests

Identifiers—ACT Assessment

Teaching certification graduates in the years 1982 and 1983 performed as well as or better than non-teaching certification graduates of the same years when measured by either the cumulative grade point average (CGPA) or the upper division major grade point average (UGPA). However, teaching certification graduates were one or two points weaker than non-teaching certification graduates in academic potential for college work as measured by the composite American College Test (ACT) score and the high school percentile rank. They were not, however, as low as the national studies suggest. Indicators of actual academic success in college (the CGPA and the UGPA) show that teaching certification graduates performed slightly better than their non-teaching counterparts. The na-

tional studies have concentrated on those who expressed an interest in entering a teaching certification program. However, this population may never have actually entered a teaching certification program, or if they did enter one, they may have changed their field of study before graduation. Data supporting these conclusions are displayed in tabular format. (JD)

ED 248 220 SP 025 104

Zide, Michele Moran. LeBlanc, Patrice
A Staff Development Program: Behavior Management Issues in Mainstreaming.

Pub Date—84

Note—22p; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, *Classroom Techniques, Elementary Secondary Education, Faculty Development, *Inservice Teacher Education, Instructional Materials, *Mainstreaming, *Peer Groups, Teaching Methods, *Teaching Styles

A training program, for first through eighth grade teachers, was developed to increase their knowledge, skill, and application of behavior management techniques to use with regular and special education students. The program was designed to maximize teacher dialogue in a supportive climate to increase participants' understanding of the complexity of the professional relationships involved in successful behavior management. A model was created which required ongoing input, dialogue, peer coaching, and observation related to the implementation of behavior management strategies. Instructional materials were selected to stimulate critical analysis of strategies. This approach resulted in the identification of techniques matching the teachers' styles. Lecture and activity sessions provided: a conceptual understanding of behavior management systems; techniques for describing, defining, and monitoring behavior; responses to specific problems and strategies for dealing with them; and, teacher self-assessment and observational strategies for evaluating implemented techniques. Teachers learned to observe and coach each other, providing one another with information relative to the specific behavior management strategy being employed. A post-program evaluation form used by participants is appended with an item analysis of results. (JD)

ED 248 221 SP 025 112

Mwamba, Ignatius
Essentials for Implementing Practical Subjects in Zambia Primary Schools. African Studies in Curriculum Development & Evaluation No. 82.

African Curriculum Organisation; German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—90p; Legibility is poor.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, *Curriculum Development, Educational Resources, Elementary Education, *Facility Requirements, Foreign Countries, *Industrial Arts, *Industrial Arts Teachers, Instructional Materials, Relevance (Education), *Teacher Effectiveness, *Teacher Qualifications, Vocational Education

Identifiers—Zambia

An investigation was made of the status of the teaching of practical subjects (industrial arts) in Zambia primary schools. Lecturers and students at teachers' colleges and primary school personnel agreed to interviews and responded to questionnaires which sought to identify problems in teaching vocational subjects. Information and data were sought on the quality of practical subjects teachers, workshop facilities, and instructional materials. This report provides information on: (1) the problem of academic versus vocational education at the primary level; (2) recent writings on the implementation of practical subjects in the schools, practical subjects teachers, and practical subjects facilities and materials; (3) the design and methodology of the study; and (4) findings on the qualifications of practical subjects teachers, organization of practical subjects workshops and use of materials, and preparation of practical subjects teachers. Recommendations

are made on the preparation of practical subjects teachers and improving the quality of practical subjects workshops and materials. (JD)

ED 248 222 SP 025 115

Masagara, Eliaphan Mokuu
The Role of Teachers Advisory Centres in the Education of Teachers in Kenya. A Case Study of Nandi District. African Studies in Curriculum Development & Evaluation No. 85.

African Curriculum Organisation; German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—Aug 83

Note—39p; Legibility is poor.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Elementary Education, Foreign Countries, *Inservice Teacher Education, *Instructional Materials, *Program Effectiveness, Program Evaluation, Program Improvement, *Teacher Attitudes, *Teacher Centres, Teacher Effectiveness

Identifiers—Kenya

Teachers Advisory Centres (TACs) were established in Kenya to provide inservice courses to help teachers improve professionally and to offer aid in developing curriculum and using new instructional materials. A study evaluated the performance and effectiveness of the TACs in the district of Nandi. Questionnaires were submitted to TAC tutors, regular primary school teachers, and lecturers and second year students from teacher colleges. Information was sought on: (1) inservice education activities; (2) types of courses offered; (3) duration of inservice courses; (4) teacher attendance at the centers; (5) usefulness of courses to teachers; (6) performance of center course organizers; (7) performance and competence of center tutors; and (8) curriculum development activities at the centers. Findings indicated that teachers perceived TACs as lacking resources, staffed by minimally competent tutors, and inconveniently located. Most teachers did not participate in curriculum development activities at the TAC. Curriculum development activities appeared to be poorly organized and teachers' views on curriculum changes were not considered seriously. TAC courses were frequently repetitions of those teachers had already taken before certification. Recommendations are proposed for improvement of the TACs. Questionnaires used in the study are appended. (JD)

ED 248 223 SP 025 125

Lumalla, Jack E. S.
Option on Examination Subjects and Its Effects on Teaching and Learning Process in Primary Schools in Kenya. African Studies in Curriculum Development & Evaluation No. 95.

African Curriculum Organisation; German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—Jul 83

Note—65p; Legibility is poor.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Choice, Curriculum Evaluation, Educational Objectives, Elementary Education, English (Second Language), Foreign Countries, Program Content, *Relevance (Education), *Standardized Tests, *Student Attitudes, *Teacher Attitudes, Test Validity

Identifiers—Kenya

At the end of the seventh grade, students in Kenya are required to take the Certificate of Primary Education Examination (CPE), which is used as a selection instrument to determine whether students will be allowed to continue an academic course of education at the secondary school level. While the full range of subjects in the primary school curriculum includes 15 subjects, only 5 of these are covered in the CPE. The examination covers achievement in English and mathematics, and includes a general paper dealing with three subjects: science, history, and geography. A study was made to show that the omission of other subjects from the CPE makes teachers and learners in the schools consider the omitted subjects as unimportant for teaching and learning. Teachers are inclined to give less attention to the teaching of these subjects and the learners do not take them seriously and lose interest in them. These under-emphasized or ignored subjects are im-

portant to the development of a well-rounded individual, and many students are hampered in opportunities to choose careers that do not require excellence in the subjects covered by the CPE. (JD)

ED 248 224 SP 025 128

Ajwang-Ojuka, S. N.

Low Performance in History Primary Teachers Examination in Kenya. African Studies in Curriculum Development & Evaluation No. 98.

African Curriculum Organisation; German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—Aug 83

Note—116p; Legibility is poor.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*African History, *Curriculum Evaluation, Elementary Secondary Education, Foreign Countries, *History Instruction, Student Attitudes, Teacher Attitudes, Teacher Education, *Teacher Effectiveness, *Teaching Methods

Identifiers—Kenya

A study explored the possible causes of low performance in history examinations by teaching candidates in Kenya. Questionnaires were sent to primary and secondary school students and teachers, preservice students in teacher colleges, college history lecturers, and school and college heads. The questionnaires attempted to determine the attitudes of both learners and teachers toward history, the history syllabus, methods of teaching history, resources for learning and teaching, and inservice opportunities for history teachers. The purpose was to identify how much certain factors have contributed to low performance: (1) students' academic background and attitude toward history; (2) teachers' qualifications and attitudes; (3) availability of teaching and learning resources; (4) teaching and learning methods and inservice of teachers; (5) teaching load of school staffs; (6) number of required subjects for students; (7) professional commitment on the part of teachers and preservice teacher candidates; and (8) the scope of the history syllabus. Findings in each category of the surveyed populations are presented in tabular format accompanied by narrative analysis. Recommendations are made for improving history instruction at all grade levels, from primary schools through teacher colleges. (JD)

ED 248 225 SP 025 129

Nxumalo, Miriam V. F.

Curriculum Studies, Instructional Materials for Teachers Training Colleges in Swaziland. African Studies in Curriculum Development & Evaluation No. 99.

African Curriculum Organisation; German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—95p; Legibility is poor.

Pub Type—Reports—Evaluative (142)—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Foreign Countries, Higher Education, *Instructional Materials, Preservice Teacher Education, Program Improvement, Schools of Education, Student Needs, *Test Construction, *Test Selection, Test Validity

Identifiers—Swaziland

A study was conducted to determine the most salient elements to be incorporated into a curriculum studies course for students in one of the three 2-year teacher training colleges in Swaziland. The course was developed to acquaint prospective teachers with curriculum objectives, methods, and evaluation devices, and to help them to critique some aspects of instructional materials. Contributing to the gathering of information were lecturers from the three teacher training colleges, University of Swaziland lecturers, and National Curriculum Centre staff members. Contributors were interviewed on the selection of concepts, student teacher orientation, and curriculum implementation and adaptation. Two instructional units were developed. The first unit contains five sections—concept and elements of curriculum, dimensions of curriculum, objectives, content and methodology, and evaluation. The second unit illustrates aspects of testing and discusses categories and types of tests. The fo-

cus is upon test construction by using test specification tables, and applying practical suggestions. A discussion is presented on the merits and demerits of essay type and objective type tests, emphasizing that the selection of test types is related directly to the learning objectives of the lesson. (JD)

ED 248 226 SP 025 142

Kyei-Anti, Baifour

Contribution of Teachers' Resource Centres to the Improvement of Primary Education in Ghana. African Studies in Curriculum Development & Evaluation No. 112.

African Curriculum Organisation; German Agency for Technical Co-Operation, Nairobi (Kenya); Kenya Inst. of Education, Nairobi; Nairobi Univ. (Kenya).

Pub Date—83

Note—63p; Legibility is poor.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, Facility Requirements, Foreign Countries, Inservice Teacher Education, *Instructional Materials, Program Evaluation, *Program Improvement, *Resource Allocation, *Resource Centers, *Teacher Centers Identifiers—*Ghana

This study is an evaluation of the functions and activities of two educational resource centers in Ghana. Issues examined and evaluated are: (1) accessibility and availability of the centers' facilities and services; (2) adequacy of the centers' materials and facilities to meet teachers' various needs; (3) relevance of the centers' activities to the needs of the schools they serve; (4) adequacy of the professional training of center personnel; and (5) extent of the centers' influence on teaching and learning in their respective localities. Conclusions include: (1) The centers were extremely under-used; (2) Center services and facilities were unknown to most of the teachers; (3) The centers appeared to have failed to integrate themselves with the school curriculum; (4) Neither ideas nor materials have been adequately disseminated into the school system; (5) Center personnel did not have a clear idea of their tasks; (6) Centers were disorganized and full of uncertainties; and (7) Center personnel did not produce consistent programs of action. Recommendations are made for improvements. (JD)

ED 248 227 SP 025 159

Oja, Sharon Nodie Pine, Gerald J.

A Two Year Study of Teachers' Stages of Development in Relation to Collaborative Action Research in Schools. Final Report [and] Appendices to Final Report.

New Hampshire Univ., Durham. Dept. of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83

Contract—G-81-0040

Note—829p.

Pub Type—Reports - Research (143)

EDRS Price - MF05/PC34 Plus Postage.

Descriptors—Action Research, Classroom Research, Cognitive Development, *Developmental Stages, *Group Dynamics, *Individual Development, Interpersonal Relationship, Middle Schools, Organizational Change, Participant Characteristics, Principals, Secondary Education, Teacher Attitudes, *Teacher Participation, *Teacher Response, Teamwork

Action research conducted by teams of university professors and middle school teachers investigated the relationship between teachers' developmental stages, collaborative research, and individual teacher change. Section 1 describes the study's purposes and objectives and the methods used in analyzing teachers' stages of development. An overview of the study is presented in section 2. Section 3 discusses developmental stage and life/age theories of adult development, organizational change, and school context and the value and method of collaborative action research. Section 4 describes characteristics of the participating teachers, the study methodology, and the two middle school sites; school contexts; and the history of school change. Section 5 describes the research topics undertaken by the two research teams. Section 6 presents findings of one team's research process and group process. Findings on the organizational and school context, as they related to the work of the collaborative research teams, are presented in section 7. Section 8 includes teachers' developmen-

tal test scores and their perceptions regarding issues in the collaborative action research process. The final section summarizes conclusions from the findings and considers implications for collaborative action research and staff development. The appendices contain: (1) a review of the literature on collaborative action research; (2) descriptions of research instrumentation; (3) discussions on action research and group process analysis and a case study of one research team; (4) reports from two research teams taking part in the study; and (5) descriptive summary reports on the teachers, researchers, and institutional settings involved in the study. (JD)

ED 248 228 SP 025 163

Bruce, Robert And Others

Evaluation Methodologies: A Study to Evaluate the Functioning and Impact of the President's Council on Physical Fitness and Sports. Report No. 3.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—5 Mar 80

Contract—282-78-0183

Note—160p; Reports No. 1 and No. 2, not included here, were interim, non-deliverable products. For Report No. 4-12, see SP 025 164-172.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Community Programs, Data Collection, *Delivery Systems, *Evaluation Methods, *Government Role, Physical Fitness, Physical Health, *Physical Recreation Programs, *Program Evaluation, Public Agencies, Public Policy, Recreational Facilities

Identifiers—*Presidents Council on Physical Fitness and Sports

This report presents an overview of research objectives, sampling approaches, data collection procedures, and instruments and plans for analysis used in assessing the impact of the President's Council on Physical Fitness and Sports on different types of fitness programs. Surveys were conducted of: (1) community fitness programs; (2) employee fitness programs; (3) consumer-initiated public information programs; (4) sponsor-initiated public information (print and television); (5) testing, awards, and other competitive events; (6) the Demonstration Center Schools Program; and (7) state Governor's Councils. For each of these programs and activities, a description is given of data collection techniques, survey instruments, and methods of analyzing collected data. Exhibits are provided of questionnaires sent to involved groups, of interview guides, and of instruments sent to state education agencies and demonstration schools. (JD)

ED 248 229 SP 025 164

Bozzo, Robert And Others

A Report on the Fitness and Health Promotion Delivery System of the United States. Report No. 4.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—21 Jul 81

Contract—282-78-0183

Note—149p; For Report No. 3-12, see SP 025 163-172.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Athletics, Community Programs, *Delivery Systems, Exercise, Government Role, Physical Fitness, *Physical Recreation Programs, *Policy Formation, *Program Development, Public Agencies, *Public Policy, State Agencies, Team Sports

An assessment is presented of the structure of fitness promotion policy and the function of fitness promotion delivery systems in the United States. The focus is upon: (1) how fitness initiatives first arose; (2) how these initiatives were formalized into broad goals, directives, or mandates; (3) to whom and how these mandates were entrusted; (4) factors affecting implementation at each stage of the process and policy, funding, accounting, and monitoring mechanisms employed; (5) specific processes and feedback mechanisms involved in policy and program development; and (6) successful approaches or structural features and reasons for planned changes, if any. Discussions are presented on: (1) criteria for identifying national policy; (2) basis for concern with exercise, as an element of

public policy; (3) current trends in exercise in the United States; (4) development of exercise policy; (5) transmission of exercise policy; (6) observations about fitness promotion efforts; and (7) observations about sports promotion efforts. Appendices include information on fitness promotion activities of the Department of Health and Human Services and other federal agencies, and on fitness promotion activities sponsored by independent and private agencies and three selected state agencies. (JD)

ED 248 230 SP 025 165

Bozzo, Robert Brounstein, Paul J.

A Report on the Fitness and Sports Promotion and Delivery System of Canada. Report No. 5.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—5 Oct 81

Contract—282-78-0183

Note—71p; For Report No. 3-12, see SP 025 163-172.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Athletics, *Delivery Systems, *Federal State Relationship, Foreign Countries, Government Role, *Physical Fitness, *Policy Formation, Program Development, Program Implementation, Public Agencies, Recreational Activities, Team Sports Identifiers—*Canada

An assessment of the sports and fitness promotion delivery mechanism in Canada is presented. Where appropriate, some comparisons between the United States and Canadian systems are made. The introduction reviews the research methods used. The second section traces the federal government's concern with fitness and sports through the stages of impetus, general commitment, organizational structuring, implementation, and transmission. Fitness and sports are discussed as two separate units. In the third section, fitness and sports at the provincial level (in Ontario and Alberta) are considered. The issues examined include: (1) the manner in which national policies and program initiatives are transmitted to be implemented at the provincial level; (2) the extent to which provinces have formulated their own policies and implementation strategies; and (3) the orientation and content of these provincial efforts. This section of the report also states, for each province, the initial distinction between fitness and sports as the focus of the study. A summary of observations at both the national and provincial level is presented. (JD)

ED 248 231 SP 025 166

Bozzo, Robert

A Report on the Fitness and Sports Promotion and Delivery System of Australia. Report No. 6.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—13 Nov 81

Contract—282-78-0183

Note—62p; For Report No. 3-12, see SP 025 163-172.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Athletics, *Delivery Systems, *Federal State Relationship, Financial Support, Foreign Countries, Government Role, Leisure Time, Lifetime Sports, *Physical Fitness, *Policy Formation, Program Development, Program Implementation, Recreational Activities, Team Sports Identifiers—*Australia

An assessment is presented of the status of fitness and sports promotion in Australia. Fitness and sports are treated as two separate elements in the overall picture. An attempt is made to identify national policy and the process by which that policy was developed. A description is given of how policies are implemented, with special emphasis on transmission downward to subnational levels of government. Primary attention is given to the national program, "Life. Be In It." Federal funding and the financial network supporting health activities are discussed. Also examined are the policies and roles of the state governments in Victoria and New South Wales. A summary of observations includes some comparisons between the national and state programs of Australia and those of Canada and the United States. (JD)

ED 248 232 SP 025 167

Bozzo, Robert And Others

Inventory of Health and Physical Fitness Promotion Materials, Research and Articles from Periodicals of General Interest. Final Report. Report No. 7.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—11 Dec 81

Contract—282-78-0183

Note—358p.; For Report No. 3-12, see SP 025 163-172.

Pub Type—Reference Materials - Bibliographies (131) — Guides - General (050)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Films, Information Dissemination, *Physical Fitness, *Physical Health, *Protocol Materials, Public Agencies, *Publications, *Reference Materials, Research Projects

This document reports on an effort to identify, collect, and catalog: (1) various fitness- and health-related promotion materials available to the general public by federal, state, and local agencies; and (2) informational items distributed by the private sector. Printed materials are categorized as: (1) currently available brochures and pamphlets costing no more than three dollars per single copy (in-depth materials and monographs have not been included); (2) bibliographies of selected articles from popular magazines, newspapers, and special journals published since 1978; (3) a catalog of public service announcements and films relevant to the promotion of fitness and health; and (4) fitness-related research projects funded by the federal government between 1981 and early 1982. The methods used for collecting, evaluating, and organizing materials for presentation of each information type are presented. (JD)

ED 248 233

SP 025 168

Bozzo, Robert

A Comparative Assessment of Physical Fitness and Sports Promotion and Delivery in the United States, Canada, and Australia. Final Report. Report No. 8.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—23 Feb 82

Contract—282-78-0183

Note—41p.; For Report No. 3-12, see SP 025 163-172.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Athletics, Comparative Analysis, *Delivery Systems, *Federal State Relationship, Financial Support, Foreign Countries, *Government Role, *Physical Fitness, Policy Formation, *Program Implementation

Identifiers—Australia, Canada, United States

A final report is given of an assessment and comparison series which evaluated the national fitness and sport promotion systems in the United States, Australia, and Canada. The framework of the three country-specific assessments treated national level policies and programs first, followed by state or provincial activities. At each stage, physical fitness and sports were dealt with separately. This report synthesizes the previous assessments, and identifies salient points and recommendations for the United States system. Comparisons are made among the three countries in the areas of administrative structure, resources, types of programs, and transmission of policy. It is noted that, in Canada and Australia, physical fitness aims are pursued within the context of a broad recreational orientation, while in the United States, much fitness promotion is done in a preventive health context. The primary observation about sports policy and promotion is that both Canada and Australia allocate substantial amounts of money to promotion of both professional and amateur sports, in contrast to the United States, where virtually no direct financial support is given to these sports. Nine specific recommendations are made for strengthening the United States system. (JD)

ED 248 234

SP 025 169

Bozzo, Robert And Others

An Assessment of the Nature and Extent of Community and Employee Fitness Programs and Levels of Participation. Final Report. Report No. 9.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and

Health Promotion.

Pub Date—30 Sep 82

Contract—282-78-0183

Note—349p.; For Report No. 3-12, see SP 025 163-172. Several pages in the appendices contain small print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Community Recreation Programs, Elementary Secondary Education, *Fringe Benefits, Higher Education, Leisure Time, Lifetime Sports, *Participant Characteristics, Physical Fitness, Physical Health, *Physical Recreation Programs, Program Evaluation, *School Health Services, Social Attitudes

Identifiers—*Employee Fitness Programs

This report presents an assessment and comparison of the nature and extent of general population, employee, and school fitness programs. Chapter I provides an overview of the research effort and the research questions developed as a framework for delineating issues to be examined. Chapter II identifies the generic approach used to examine the various data on physical fitness, leisure time activities, sports, and exercise in the general population, employees, and schools. This chapter also describes the data collection search process and provides a methodological review of the identified data sources and surveys. The focus of chapter III is the description and analysis of leisure time physical activity information from general population surveys. Chapter IV examines the available data concerning fitness programs sponsored by employers. Chapter V focuses on student physical activity patterns and school exercise and physical education programs. Conclusions and recommendations are presented in the final chapter. Information is given in the appendices on: the sources contacted for this study, Canadian surveys, state surveys, and survey instruments which will provide future information on physical fitness topics. (JD)

ED 248 235

SP 025 170

Lupton, Charles H. And Others

An Assessment of the Nature and Extent of Community and Employee Fitness Programs and Levels of Participation. Summary Report. Report No. 10.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—19 Oct 82

Contract—282-78-0183

Note—21p.; For Report No. 3-12, see SP 025 163-172.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Community Recreation Programs, Elementary Secondary Education, Exercise, Leisure Time, *Participant Characteristics, *Participation, *Physical Activity Level, Physical Education, Physical Fitness, *Recreational Activities

An analysis is presented of data on participation in leisure time and physical activities by such groups as the general population, employees, and students. Studies were made of community sponsored programs, employee fitness programs, and student physical activities. Leisure time physical activity findings are described within the categories of: reported physical activity; reasons for such behaviors; attitudes and perceptions regarding physical activity; changes in physical activity patterns; and fitness-related information. The range, participation level, and operational costs of employee fitness programs are briefly described. It is noted that there is very little dependable information available at this time on student physical activity in the nation's schools and colleges, and that information for elementary schools is almost completely absent. Suggestions are offered for data collection and analysis on this topic, and issues which should be addressed in future research are identified. (JD)

ED 248 236

SP 025 171

Ostrove, Nancy And Others

Set of Measures for Physical Fitness Measures Development. Report No. 11.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—29 Oct 82

Contract—282-78-0183

Note—64p.; For Report No. 3-12, see SP 025

163-172.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavior Patterns, Body Weight, Cardiovascular System, Elementary Secondary Education, *Measures (Individuals), Muscular Strength, *Physical Activity Level, Physical Education, *Physical Fitness, Physical Health, *Program Development, Recreational Activities, *Test Validity

A report is given of the development of sets of measures with which to determine the physical fitness status and activity patterns of 10- to 17-year-old school children and youths. Three groups of physical education experts worked on the task of identifying and agreeing upon appropriate measures. The first panel determined that the most valid measures for measuring physical fitness status tested five elements: (1) cardiorespiratory endurance; (2) muscular strength; (3) muscular endurance; (4) body composition; and (5) flexibility. The second panel considered the most feasible, valid, and reliable ways to measure these elements through school-based, mass-testing programs. The third panel sought to determine items to be included in a questionnaire that could be used to monitor trends and patterns of participation in school physical education programs, public recreation programs, and participation in other physical activities. A discussion is presented of the results of each meeting, the protocols identified for administration of the measures, the rationale behind selection of the measures, and descriptions of concerns about or disagreements with the measures. The questionnaire developed to identify patterns and levels of physical activity among youth is appended. (JD)

ED 248 237

SP 025 172

Bozzo, Robert

Evaluation of Programs for the Promotion of Physical Fitness and Exercise. Final Summative Report. Report No. 12.

Granville Corp. Washington, DC.

Spons Agency—Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—29 Oct 83

Contract—282-78-0183

Note—37p.; For Report No. 3-11, see SP 025 165-171.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Athletics, *Community Programs, *Exercise, *Federal Programs, Needs Assessment, *Physical Fitness, Program Development, *Program Evaluation

Identifiers—*Presidents Council on Physical Fitness and Sports

This report describes the history and content of a 4-year research effort on the status of programs for promoting physical fitness and exercise. Two phases of the research work are covered. Discussion on Phase One, initial assessment and design, includes: (1) identification of the President's Council on Physical Fitness and Sports programs; (2) assessment of program operations; (3) literature review and synthesis; and (4) evaluation methodologies. Information provided by Phase Two, implementation of evaluation methodologies, includes: (1) assessment of the establishment and operations of the seven Governor's Councils; (2) testing and awards programs; (3) consumer-initiated public information and sponsor-initiated public information; (4) inventory of health- and physical fitness-related literature and research; (5) assessment and comparison of three fitness and health promotion delivery systems; (6) community fitness programs, employee fitness programs, and Demonstration Center Schools; (7) the nature and extent of community and employee fitness programs; and (8) development of physical fitness and exercise measures. (JD)

ED 248 238

SP 025 253

Priest, Laurie Summerfield, Liane

Careers in Commercial and Private Recreation.

ERIC Fact Sheet.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 83

Contract—400-78-0017

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, *Career Choice, Cultural Activities, *Employment Opportunities, *Employment Patterns, Management Development, *Recreation, *Recreational Programs, *Service Occupations

A decline in government funding for recreational services has stimulated the growth of private and commercial recreation. In this two-page information review, areas in which job opportunities in the recreational field are to be found are discussed, and trends in commercial recreation are listed. A list of 22 resource organizations and 6 periodicals on recreation, as well as 11 references, is included. (JD)

ED 248 239 SP 025 254

Martin, Elaine Russo

The Teacher as Decision Maker. ERIC Fact Sheet. ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Jun 83

Contract—400-83-0022

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Decision Making, Elementary School Teachers, Elementary Secondary Education, Secondary School Teachers, *Teacher Behavior, Teacher Characteristics, *Teacher Role, *Teaching (Occupation), Teaching Conditions

This two-page information review draws similarities between the work of teachers and executives, cites some of the research analyzing the role of teachers as decision makers, and argues the importance of teachers developing, in their minds and in the mind of the public, an image of teachers as executives. Nineteen references are listed. (JD)

ED 248 240 SP 025 255

Priest, Laurie

The Case for Physical Education. ERIC Fact Sheet. ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Oct 83

Contract—400-83-0022

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, Elementary Secondary Education, *Intellectual Development, *Mental Health, Physical Activities, *Physical Education, Physical Fitness, *Physical Health, Well Being

This two-page information review presents a brief review of research literature which reinforces the belief that regular physical education programs included in school curricula produces physical, psychological, and intellectual benefits. Eighteen references are cited. (JD)

ED 248 241 SP 025 256

Pine, Patricia

Merit Pay. ERIC Fact Sheet. ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Oct 83

Contract—400-83-0022

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, *Merit Pay, *Program Evaluation, Recognition (Achievement), Secondary School Teachers, *Teacher Improvement, *Teacher Salaries

This two-page information review discusses the controversy over merit pay for teachers. The incidence and characteristics of merit pay programs are considered as well as the advantages and disadvantages of such programs. The question of whether merit pay is instrumental in improving teaching is raised. A list of 17 references is provided. (JD)

ED 248 242 SP 025 257

Gilman, Francis

The Effects of Corporate Involvement in Educa-

tion. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Jan 84

Contract—400-83-0022

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Cooperation, Elementary Secondary Education, Employment Opportunities, *School Business Relationship, *School Involvement, Schools of Education

In this two-page information review on relationships between schools and businesses, the following questions are discussed: (1) How are corporations involved with education? (2) What are the benefits to education of educational activities supported by corporations? (3) What risks are associated with corporate involvement in education? (4) What strategies characterize successful school-business partnerships? and (5) How does corporate involvement benefit schools of education? Nineteen references are listed. (JD)

ED 248 243 SP 025 258

Griffith, Devon

What First-Year Teachers Need to Know. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Jan 84

Contract—400-83-0022

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Elementary School Teachers, Elementary Secondary Education, Secondary School Teachers, *Teacher Effectiveness, *Teacher Improvement, *Teacher Orientation, Teaching Experience

This two-page information review explores the controversy over the question of what beginning teachers must know to teach effectively and outlines a tentative definition of "essential knowledge" for first-year teachers. Eleven references are listed. (JD)

ED 248 244 SP 025 259

Ashburn, Elizabeth A.

Emergency Teacher Certification. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC

Pub Date—Feb 84

Contract—400-83-0022

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Certificates, *Educational Quality, Elementary Secondary Education, *Teacher Certification, Teacher Employment, *Teacher Qualifications, *Teacher Shortage

Identifiers—*Emergency Teacher Certification

Emergency certification involves the issuance of teaching licenses to individuals who have not completed a traditional college or university teacher education program. This two-page information review examines the problems arising from emergency certification and its relationship to student achievement. Some alternatives to emergency certification are suggested. Eleven references on this topic are listed. (JD)

ED 248 245 SP 025 265

Darling-Hammond, Linda

Beyond the Commission Reports. The Coming Crisis in Teaching.

Rand Corp., Santa Monica, Calif.

Report No.—ISBN-0-8330-0593-6; RAND/R-3177-RC

Pub Date—Jul 84

Note—27p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$4.00).

Pub Type—Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Elementary Secondary Education, Faculty Mobility, *Futures (of Society), Job Satisfaction, Teacher Attitudes, *Teacher Qualifications, *Teacher Recruitment, Teacher Salaries, *Teacher Shortage, *Teacher Supply and Demand, *Teaching (Occupation), Teaching Conditions, Trend Analysis

An analysis of data on teachers indicates coming changes in recruitment and retention of the American teaching force, in the quality of teachers, and in the attractiveness of teaching as a profession. New recruits to teaching are less academically qualified than those who are leaving, and shortages of qualified teachers in subjects such as mathematics and science are expected to grow into a more generalized teacher shortage. Teachers' salaries fall far below those of other professions. Lack of input into professional decision making, overly restrictive bureaucratic controls, and inadequate administrative supports for teaching contribute to teacher dissatisfaction and attrition, particularly among the most highly qualified members of the teaching force. Professionalizing teaching will require a new career structure in which improved preparation and professionally enforced standards of practice are combined with increased responsibility for technical decision making by competent teachers. Upgrading teacher compensation and creating more professional working conditions are part of a structural solution, one that addresses the interrelated causes of the teacher supply and quality problems, rather than merely their symptoms. (JD)

ED 248 246 SP 025 295

Nutrition Education Curriculum. Kindergarten Curriculum.

Arkansas State Dept. of Education, Little Rock.

Pub Date—[83]

Note—275p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Class Activities, Diets, *Eating Habits, Food Service, Health Education, Human Body, Hygiene, *Kindergarten, *Learning Activities, *Nutrition Instruction, Physical Health, Primary Education

Six major concepts form the framework for this kindergarten nutrition education curriculum: (1) Food is essential for all living things (learning to identify foods and food sources); (2) Nutrition is the food you eat and how the body uses it (recognizing the relationship between body growth and the ingestion of food); (3) Food is made up of different nutrients needed for health and growth (recognizing the importance of food and eating a variety of foods); (4) All persons throughout life need the same nutrients, but in different amounts (recognizing bodily needs and becoming acquainted with nutrients); (5) Food production and sanitation affect food quality (identifying food supplies, learning to distinguish various forms of food, and recognizing the importance of personal hygiene); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (learning the importance of good table manners). Learning activities are outlined for each concept, accompanied by illustrations and suggested resources for teachers. Supplementary materials are provided. (JD)

ED 248 247 SP 025 296

Nutrition Education Curriculum. First Grade Curriculum.

Arkansas State Dept. of Education, Little Rock.

Pub Date—83

Note—193p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Class Activities, Diets, *Eating Habits, Food Service, *Food Standards, *Grade 1, Health Education, Human Body, Hygiene, *Learning Activities, *Nutrition Instruction, Physical Health, Primary Education

Six major concepts form the framework for this first grade nutrition education curriculum: (1) Food is essential for all living things (identifying basic food groups and classifying processed foods into basic food groups); (2) Nutrition is the food you eat and how the body uses it (recognizing how food choices are related to a healthy body, characteristics of a healthy person, and understanding that food eaten is related to growth); (3) Food is made up of different nutrients needed for health and growth (identifying nutritious food and snacks); (4) All persons throughout life need the same nutrients, but in different amounts (recognizing that all family mem-

bers can plan meals using the basic food groups and realizing how serving sizes differ in the family); (5) Food production and sanitation affect food quality (understanding how food is marketed and the necessity of cleanliness in dealing with food); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (recognizing the necessity of good table manners and making food choices from a menu). Class activities are outlined for each concept and accompanied by illustrations and resources for teachers. Supplementary materials are provided. (JD)

ED 248 248 SP 025 297
Nutrition Education Curriculum. Second Grade Curriculum.

Arkansas State Dept. of Education, Little Rock. Pub Date—83. Note—178p.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Class Activities, *Dietetics, *Eating Habits, *Food Service, *Food Standards, *Grade 2, *Health Education, *Human Body, *Hygiene, *Learning Activities, *Nutrition Instruction, *Primary Education

Six major concepts form the framework for this second grade nutrition education curriculum: (1) Food is essential for all living things (identifying basic food groups, classifying processed foods into basic food groups, and identifying food varieties produced locally); (2) Nutrition is the food you eat and how the body uses it (recognizing how food choices are related to a healthy body and growth); (3) Food is made up of different nutrients needed for health and growth (recognizing personal eating habits and identifying nutritious food and snacks); (4) All persons throughout life need the same nutrients, but in different amounts (realizing that serving sizes vary depending upon individual needs); (5) Food production and sanitation affect food quality (realizing how food is marketed and recognizing the necessity of cleanliness in food handling); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (recognizing manners appropriate to home and school, practicing good table manners, and making choices from a menu). Class activities are outlined, accompanied by illustrations and suggested resources for teachers. Supplementary materials are provided. (JD)

ED 248 249 SP 025 298
Nutrition Education Curriculum. Third Grade Curriculum.

Arkansas State Dept. of Education, Little Rock. Pub Date—83. Note—182p.

Pub Type—Guides—Classroom—Teacher (052)
EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Class Activities, *Dietetics, *Eating Habits, *Food Service, *Grade 3, *Health Education, *Hygiene, *Learning Activities, *Nutrition Instruction, *Primary Education

Six major concepts form the framework for this third grade nutrition education curriculum: (1) Food is essential for all living things (identifying basic food groups, classifying processed foods into basic food groups, and identifying food varieties produced locally); (2) Nutrition is the food you eat and how the body uses it (recognizing how food choices are related to a healthy body and the characteristics of a healthy person, and understanding how food eaten is related to growth); (3) Food is made up of different nutrients needed for health and growth (recognizing personal eating habits and identifying nutritious foods and snacks); (4) All persons throughout life need the same nutrients, but in different amounts (realizing that serving sizes vary according to individual needs); (5) Food production and sanitation affect food quality (understanding how food is marketed and the importance of cleanliness in handling food); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (recognizing the need for good manners and behavior at home and in the school cafeteria). Class activities are outlined for each concept, accompanied by illustrations and suggestions for teacher resources. Supplementary materials are provided. (JD)

TM

ED 248 250 TM 840 489

Schofield, Janet Ward Anderson, Karen M.
Integrating Quantitative Components into Qualitative Studies: Problems and Possibilities for Research on Intergroup Relations in Educational Settings.

Spons Agency—National Inst. of Education (ED), Washington, DC; Pittsburgh Univ., Pa. Learning Research and Development Center. Pub Date—Jan 84.

Note—45p.; Paper presented at a meeting of the Society for Research on Child Development Study Group on Ethnic Socialization (Los Angeles, CA, January 1984).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Data Collection, *Educational Research, *Ethnic Relations, *Ethnography, *Research Methodology, *Research Problems, *Sampling, *Statistical Analysis

Identifiers—*Qualitative Research, *Quantitative Research

After the terms "qualitative research" and "quantitative research" are defined, this paper considers why it makes sense to integrate these approaches, at least under some circumstances. This discussion necessitates attention to the issue of whether quantitative and qualitative research are inextricably linked to incompatible paradigms, or whether they share enough basic assumptions to make their joint utilization possible and productive. Next, the paper explores the issue of why research on ethnic identity and intergroup relations is especially likely to profit from greater utilization of basically qualitative approaches. Finally, when and how such qualitative research could fruitfully employ quantitative components are analyzed. (BW)

ED 248 251 TM 840 496

A Management Study of the MCPS Accounting System and Certain Related Financial Services Functions. Final Report.

Young (Arthur) and Co., Washington, DC. Spons Agency—Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability. Pub Date—Aug 83.

Contract—83-09. Note—186p.

Pub Type—Reports—Evaluative (142)
EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Elementary Secondary Education, *Financial Services, *Management Information Systems, *Money Management, *Program Evaluation, *School Accounting, *School Administration, *School Districts

Identifiers—*External Evaluation, *Montgomery County Public Schools MD

Several years ago, Montgomery County Public Schools (MCPS) began a Management Operations Review and Evaluation (MORE) of the entire school system, excluding school-based instruction. This MORE study is an evaluation of MCPS's current accounting system and certain related financial services functions within the Department of Financial Services. In general, this review indicated the Department, the Office of the Director, and the Division are operated effectively and efficiently given the present level of automated resources. The existing Financial Information System is outmoded and labor intensive. Significant labor savings and management reporting improvements could be realized with a new automated accounting system. The organization of the Department appears logical and effective. There is a lack of budgetary control of expenditures by state category, and a lack of effective control over salary expenditures by account managers. There is need for more effective control over the encumbrance of contracts, the management of outstanding receivables, and the disbursement of cash. Additional results are presented in the following categories: Financial Information System, Accounting Operations, Financial Management and Control, Encumbrance Accounting, Receivables, and Cash Management. (BW)

ED 248 252 TM 840 500

Three-Year Planning Data-Base, Vol. III, 1983-84. Rochester City School District, N.Y. Pub Date—84.

Note—253p.; This paper received the 1984 American Educational Research Association Division H award for Best School/District Profile. For Volume II, see ED 243 895.

Pub Type—Numerical/Quantitative Data (110)—Reports—Evaluative (142)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, *Attendance Patterns, *Educational Attainment, *Educational Planning, *Elementary Secondary Education, *Ethnic Distribution, *Expenditure per Student, *Longitudinal Studies, *Nontraditional Education, *School Demography, *School Districts, *School Holding Power, *School Statistics, *Special Education, *Student Mobility, *Suspension, *Test Results

Identifiers—Metropolitan Achievement Tests, New York State Pupil Evaluation Program, *Rochester City School District NY, *Scholastic Aptitude Test. In order to extend its usefulness in District planning, the contents of the Rochester data-base have been expanded over the compilation of 1982-83, and its format and content improved. The focus of attention is on districtwide trends rather than on individual school analysis. In order to encourage interpretation by those interested in District assessment, data are presented longitudinally whenever possible and described in the frame of reference of statewide or national research. Data are presented in the following categories: Financial Analysis (costs per pupil), City and District Demography (ethnic distribution, enrollment trends), Achievement (test scores, time-on-task, Regents competency requirements), Attainment (student placement, graduation, test scores), Attendance, Student Mobility, Suspension (short-term, long-term), Student Loss, Special Education (referrals, placement, ethnic enrollment), and Alternative Programs. The Appendices include the Executive Summary of the Preliminary Three-Year Planning Document and the Three-Year Planning Recommendations. (BW)

ED 248 253 TM 840 530

Myerberg, N. James Spaine, Pam
Annual Test Report, 1982-83.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability. Pub Date—83.

Note—184p.; For previous editions, see ED 171 791, ED 208 053, and ED 233 080. Small print in some tables.

Pub Type—Numerical/Quantitative Data (110)—Reports—Evaluative (142)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Gains, *Achievement Tests, *Educational Assessment, *Educational Trends, *Elementary Secondary Education, *Racial Differences, *School Districts, *Scores, *Sex Differences, *Testing Programs, *Test Interpretation, *Test Results

Identifiers—California Achievement Tests, *Montgomery County Public Schools MD

During the 1982-83 school year, the California Achievement Test (CAT) was administered to students attending Montgomery County (Maryland) Public Schools (MCPS) in grades 3, 5, 8, and 11. This report describes and displays the county-wide and school test results which are further broken down by racial/ethnic group and sex. An analysis of the data found that MCPS student performance had improved slightly (1 percent) from the previous year. Of the students tested, 78 percent tested at or above the national norm average. Similarly, the average scores for each racial/ethnic group in MCPS were at or above the national norm average except for Black students in grade 11. Performance of White students in MCPS was higher than that of MCPS Hispanic or Black students. Asian students scored slightly higher than White students in all grades. However, when compared to their counterparts nationally, MCPS Hispanic and Black students performed better than White students. A breakdown by sex found that females scored slightly higher than males on the total test in all grades tested. (EGS)

ED 248 254 TM 840 531

California Assessment Program Statewide Testing Results by District and by School, San Diego City Schools, Evaluation Services Department Report No. 360, 1982-1983 School Year.

San Diego City Schools, Calif. Evaluation Services Dept. Pub Date—22 Nov 83.

Note—136p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Evaluative (142)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Gains, *Basic Skills, *Educational Assessment

ment, Elementary Secondary Education, Mathematics Achievement, Reading Achievement, School Districts, Scores, Spelling, State Programs, *Testing Programs, *Test Results, Writing Evaluation

Identifiers—California Assessment Program, *San Diego Unified School District CA

During the 1982-83 school year, students in the San Diego City School District in grades 3, 6, and 12 were tested as part of the state-mandated California Assessment Program (CAP). The purpose of the CAP and the Districtwide Testing Program was to measure achievement in the basic skills. Matrix sampling (the procedure whereby students take only a small portion of a larger test) was used to allow for measurement of a broader range of objectives in a much shorter period of time. Test results for the San Diego City School District as a whole are analyzed and displayed in the body of this report. Results by district and by school are found in the appendices. Districtwide, third and sixth grade students continued to score above the average California student in all areas measured by the California Assessment Program. Twelfth graders continued to improve their scores in mathematics but fell below the statewide average in the areas of spelling, reading, and written expression. (EGS)

ED 248 255 TM 840 535

Lai, Morris K.

Summary of the Hawai'i Nutrition Education Needs Assessment.

Hawaii Univ., Honolulu. Curriculum Research and Development Group.

Pub Date—Oct 82

Note—6p. This paper received the 1984 American Educational Research Association Division H award for Best Summary Report. For the full report, see ED 198 150.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Eating Habits, Elementary Secondary Education, *Needs Assessment, *Nutrition Instruction, Racial Differences, Sex Differences, *State Surveys, Student Behavior

Identifiers—Hawaii

The purpose of this study was to determine the needs related to nutrition education in the state of Hawaii. Twenty-four-hour diet recalls were obtained from 932 students in grades 5, 8, and 11. Larger percentages of older children than younger children reported diets poor in nutritional quality. Cholesterol intake of males increased with age and was higher than the intake of females. The mean intakes of sodium among junior and senior high females were within the recommended range, but the average intake in other groups exceeded the recommendation. Candy was a major contributor of sugar in the diets of teenage girls, whereas soft drinks accounted for a substantial portion of the sugar consumed by teenage boys. The energy value of between-meal snacks increased dramatically with age. Senior high students consumed nearly 40 percent of their total energy intake as snacks. Ethnic differences in food intake were also noted. Additional data were collected from teachers, parents, community agencies, school administrators, nurses, food service managers, and food service workers. That part of the needs assessment yielded additional "unhealthy" findings. These results provide a firm basis for development of nutrition education curricula oriented toward the specific needs of the target population. (BW)

ED 248 256 TM 840 553

Reading, Grades 9-12. Teaching and Testing Our Basic Skills Objectives.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date—Jan 83

Note—266p. For related documents, see ED 208 067, ED 226 053-058, and ED 230 411.

Pub Type—Guides—Classroom—Teacher (052)—Test/Questionnaires (160)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—Administrator Guides, *Basic Skills, Class Activities, Educational Assessment, Inservice Teacher Education, *Instructional Development, Instructional Improvement, *Reading Instruction, Reading Skills, Secondary Education, State Curriculum Guides, *State Programs, Test Construction, *Testing Programs, Test Items

Identifiers—*South Carolina Basic Skills Assessment Program

Focusing on the State of South Carolina Basic

Skills Objectives, this reference guide is a tool for curriculum and instructional development. It is designed for in-service training and teacher use. There are sections for each of the six state reading objectives: Decoding and Word Meaning; Details; Main Idea; Reference Usage; Inference; and Analysis of Literature. Each objective section contains general information applicable to all grades or particular grade ranges to provide teachers with an understanding of the basic skills instructional continuum for grades 1-12. Further information on what skills ought to be considered for teaching, and how skills are tested is given for grade 8 and grades 9-12. Subskills tested on the Basic Skills Tests and other instructional important skills for each objective are given in chart form. Instructional activities are suggested. To assist classroom assessment, each section contains test item descriptions, a skill difficulty chart, subskill supplements, sample Basic Skills Test items, and suggested instructional activities. Instructions for writing additional test items and for using the South Carolina Word List are also given. (BS)

ED 248 257 TM 840 554

Writing Education Interpretive Report, Michigan Educational Assessment Program, 1982-83.

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

Pub Date—[83]

Note—49p.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Criterion Referenced Tests, *Educational Assessment, Elementary Secondary Education, Essay Tests, Scores, *State Programs, *Testing Programs, *Test Interpretation, Test Items, *Test Results, *Writing Evaluation, Writing Instruction

Identifiers—*Michigan Educational Assessment Program, Test Reporting

A statewide sample testing of writing skills in the fourth, seventh, and tenth grades was conducted by the Michigan Educational Assessment Program in the fall of 1982. This report, which shares the writing assessment information (historical, descriptive, and interpretive) for educational decision-making, was prepared in the hope of increasing efforts of local educators to provide comprehensive writing curricula in their communities. It includes a brief history of the writing objectives and test development process, a description of the testing, an overview of findings, implications, and further plans. The test consists of two timed essay exercises to assess expressive and persuasive writing. The writing task, rhetorical mode, objective, primary trait, and rationale of the primary trait are given for each test exercise. Scoring methods, developed from primary trait scoring, are described and test results presented. Less than 50 percent of the students tested reached the acceptable level of attainment on all aspects of the test and at each grade level. Lower than expected results indicate an urgent need to improve writing education in Michigan schools. Appendices contain a fact sheet, actual test items, additional tables, other MEAP Resources, a bibliography, and a report evaluation sheet. (BS)

ED 248 258 TM 840 557

Weiss, David J.

Computer-Based Measurement of Intellectual Capabilities. Final Report.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Dec 83

Contract—N0014-76-C-0243

Note—30p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Ability, *Adaptive Testing, Adults, *Bayesian Statistics, *Computer Assisted Testing, *Individual Testing, Latent Trait Theory, Measurement Techniques, *Monte Carlo Methods, Psychometrics, Response Style (Tests), Test Construction, Testing Problems, *Test Theory

Identifiers—Marine Corps

During 1975-1979 this research into the potential of computerized adaptive testing to reduce error in the measurement of human capabilities used Marine recruits for a live-testing validity comparison of computerized adaptive and conventional tests. The

program purposes were to: (1) identify the most useful computer-based adaptive testing strategies; (2) identify testing conditions that maximize the positive rather than negative psychological effects of computerized testing; (3) investigate intra-individual multidimensionality problems in ability testing; (4) examine probabilistic responding and free-response methods for computerized adaptive testing in order to extract maximum information from each test item response; and (5) develop, refine and evaluate new computer administered ability tests for special, perceptive, memory, and other abilities not now measurable using paper and pencil testing. Monte Carlo and Bayesian adaptive testing methods were used in these studies. Fifteen major findings, primarily on adaptive testing and test administration conditions, and implications for further research are given. Abstracts of the 16 research reports for studies for this program are given. (BS)

ED 248 259 TM 840 559

Mickelson, Jon E. Keene, John M. Jr.

Credit by Examination: An Analysis of Effects and Motivations.

Pub Date—Apr 84

Note—21p. Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Ability, *Academic Achievement, Core Curriculum, Discriminant Analysis, *Equivalency Tests, Grade Point Average, Graduation Requirements, Higher Education, Individual Differences, Longitudinal Studies, *Student Characteristics, *Student Participation, *Testing Programs, Undergraduate Students

Identifiers—*College Level Examination Program

Each year thousands of students entering college participate in credit by examination programs in an effort to qualify for exemption and in many cases college credit for general education core requirements. The purpose of this study was to examine the differences between students who participate in a credit by examination program (in this case taking the College Level Examination Program, CLEP, general examinations in Natural Sciences, Social Science, and Humanities) and those of similar ability who do not. The hypothesis was advanced that an 'achievement tendency' exists which is a set of factors and/or motivators which result in better academic success in students of similar ability and that differences in interest and experience measures between the CLEP and Non-CLEP groups may predict this effect. While differences were found to be constant between the two groups across relevant variables (i.e. CLEP students were more self-assured, had greater expectations for achievement, and participate in more extracurricular activities), these differences on the whole were not statistically significant. Differences in academic performance as measured by GPA were not significant as well. (Author)

ED 248 260 TM 840 560

Grubb, Henry J.

The Cultural-Distance Perspective: An Exploratory Analysis of Its Effect on Learning and Intelligence.

Pub Date—Apr 84

Note—114p. Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Cross Cultural Studies, Cultural Influences, Intelligence Quotient, *Intelligence Tests, Performance Factors, Postsecondary Education, Predictive Validity, *Subcultures, *Test Bias, Testing Problems, Test Use

Identifiers—*Cultural Distance Approach

The purpose of this study is to examine the role of the cultural distance hypothesis in determining group differences on intelligence and performance scales in Black and White subjects. This view, the Cultural-Distance Approach, briefly stated is that a sub-culture's distance from the major culture, on which test questions of a test are based and validated, will determine that sub-culture's group sub-score pattern in relation to the sub-score pattern of the norming population. Eighty post-secondary

school adults (48 White males and females, 32 Black males and females) were recruited and administered a series of tests. Analysis of variance (ANOVA's) were calculated for each of the IQ measures. The results suggest that although Blacks and Whites perform equally on learning tasks at either the Level I or Level II dichotomy of intellectual abilities, performance on standardized tests of IQ do not adequately reflect this equality of performance, possibly because of the loading of cultural bias in the latter measures. A 93-item bibliography, supplementary forms, and statistical tables are appended. (Author/EGS)

ED 248 261 TM 840 562

Gonter, Martha A. Hoemann, H.
Deaf Children's Developing Competencies in Manual English and American Sign Language.

Pub Date—[81]

Note—14p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *American Sign Language, Communication Skills, *Deafness, Difficulty Level, Elementary Education, Grammar, *Language Tests, *Manual Communication, *Test Construction, Testing Problems

Language tests were administered by videotape to 27 deaf children taught to sign English. The tests, one in manual English (ME) and the other in American Sign Language (ASL) each included twelve grammatical distinctions: two aspects of adjectival modification (opposition and ordering), two types of pluralization (is/are and indicative in ME, dual indexing and duplication in ASL), past and future tenses, passive voice, possessive pronouns, negation, conjunction, preposition, and direct versus indirect objects. Performance improved on both tests from ages 5 to 12. Subtests which measured grammatical distinctions known to be difficult for young children, such as direct versus indirect objects, produced many errors on both tests. Sensitivity to age-related differences and the relative difficulty of the various subtests support this approach to the measurement of deaf children's concurrent development of competence in English and ASL. (Author/BW)

ED 248 262 TM 840 565

Burgert-Drowns, Robert L.
Developments in Meta-Analysis: A Review of Five Methods.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Report No.—CRLT-36

Pub Date—Jun 84

Note—69p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Estimation (Mathematics), Literature Reviews, *Meta Analysis, Probability, *Research Methodology, Research Utilization, Scientific Research, Statistical Analysis

It is easy to observe that meta-analysis is quickly establishing itself as useful tool of the social sciences. Perusal of representative journals confirms that meta-analysis has been applied in various ways to diverse literatures. It is imperative, therefore, that reviewers, publishers, consumers, and critics of these reviews be best informed about the method. It is especially important to clarify exactly what the term "meta-analysis" refers to. This article proposes a clarification in two ways. First, meta-analysis is compared to and distinguished from other methods of research integration that preceded it. Second, five different types of meta-analytic method are distinguished by their purposes (for scientific criticism or for literature review) or by their methods (using combined probability, using tests of homogeneity, or using estimates of population variation). (Author/BW)

ED 248 263 TM 840 566

Hamada, Roger S. Tomikawa, Sandra
Discriminant Validity of a Teacher-Developed Rating Scale for Specific Learning Disabilities.

Pub Date—Apr 84

Note—36p; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, April 5-7, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Rating Scales, Cutting Scores, Elementary Education, *Handicap Identifi-

cation, *Learning Disabilities, *Screening Tests, Special Education, Student Behavior, Student Placement, Teacher Made Tests, *Test Validity Identifiers—Hawaii, *Windward Rating Scale

Local teachers and other school personnel in Hawaii expressed a need for operational guidelines to use in deciding whether or not to refer students for diagnostic evaluations for specific learning disabilities (SLD). This project was designed to evaluate whether the Windward Rating Scale (WRS), a locally-developed teacher rating scale of student behavior, could be used as a screening tool in the referral process. Teacher ratings of 720 SLD-certified and non-special education students in grades K-6 were obtained and analyzed. Psychometric properties and diagnostic efficiency of the WRS were examined. The WRS was able to accurately classify 78 percent of the students in a discriminant classification analysis, with 83 percent accuracy obtained using selected cutoff scores. Implications of the evaluation results for both theoretical and applied issues are discussed. (Author)

ED 248 264 TM 840 567

Suhadolnik, Debra Weiss, David J.

Effect of Examinee Certainty on Probabilistic Test Scores and a Comparison of Scoring Methods for Probabilistic Responses.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR/RR-8303

Pub Date—Jul 83

Contract—N00014-79-C-0172

Note—42p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Confidence Testing, *Multiple Choice Tests, *Probability, Response Style (Tests), *Scoring, Scoring Formulas, Secondary Education, Test Format, Testing Problems, Test Validity

The present study was an attempt to alleviate some of the difficulties inherent in multiple-choice items by having examinees respond to multiple-choice items in a probabilistic manner. Using this format, examinees are able to respond to each alternative and to provide indications of any partial knowledge they may possess concerning the item. The items used in this study were 30 multiple-choice analogy items. Examinees were asked to distribute 100 points among the four alternatives for each item according to how confident they were that each alternative was the correct answer. Each item was scored using five different scoring formulas. Three of these scoring formulas were reproducing scoring systems. Results from this study showed a small effect of certainty on the probabilistic scores in terms of the validity of the scores but no effect at all on the factor structure or internal consistency of the scores. Once the effect of certainty on the probabilistic scores had been ruled out, the five scoring formulas were compared in terms of validity, reliability, and factor structure. There were no differences in the validity of the scores from the different methods. (Author/BW)

ED 248 265 TM 840 568

Hartley, James And Others

The Effects of Question or Statement Headings in Text on the Recall of Low-Ability Pupils.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, London (England). European Research Office.

Pub Date—Apr 84

Contract—DAJA45-83-C-0033

Note—9p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advance Organizers, *Aptitude Treatment Interaction, Foreign Countries, Junior High Schools, *Learning Strategies, *Low Achievement, Questioning Techniques, *Reading Ability, Reading Research, Recall (Psychology) Identifiers—England, Flesch Reading Ease Score, Headings, Questions

Three studies are described which compared the effects of headings in text in the form of questions with headings in the form of statements on the immediate factual recall of low-ability pupils in England. The first experiment used approximately 190

pupils, ages 11-12; the second used approximately 110 low-ability pupils, ages 14-15; and the third used approximately 140 low-ability pupils, ages 14-15. Each pupil read a 1,000 word passage, with either statement headings or question headings, and completed a factual recall test. The reading passage for the first two experiments had a Flesch Reading Ease (RE) Score of 84 ("fairly easy"). The third experiment's passage had a Flesch RE Score of 55 ("fairly difficult"). In contrast with earlier studies with smaller numbers of participants, no significant differences were found in favor of question headings. (BS)

ED 248 266 TM 840 569

Stueck, Kurt W. Enright, Robert

The Effects of Task Demands on Children's Metamemory Decisions.

Pub Date—Apr 84

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Cognitive Development, *Cognitive Processes, *Developmental Stages, Elementary Education, Elementary School Students, *Encoding (Psychology), Epistemology, *Memory, *Metacognition, *Questioning Techniques

Identifiers—Counting Span Test

Using five metamemory question types and the Counting Span Test (CST), this research investigated the effects of metamemory task demands, and the relationship of the amount of information one can hold in working memory to metamemory question performance. One hundred twenty kindergarten, first, third, and fifth grade children served as subjects. The amount of information in each metamemory question was systematically varied by the number of options and the number of metamemory variables nested within each option. In the analysis of metamemory data, the main effects of grade level and question type were significant, as was the interaction. The measure of information storage capacity (CST results) increased with age, and was significantly related to metamemory performance. Effects of gender and gender-grade interaction were not significant. It was concluded that an explanation which incorporates the complex relationships between knowledge, tasks, and information processing constructs is most appropriate. The results support Brown's (1978) contention that systematic investigation of task demands is a critical aspect of future theoretical work in metamemory. (Author/BS)

ED 248 267 TM 840 570

Establishing Cut Scores on the New Jersey College

Basic Skills Placement Test.

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

Pub Date—Jul 80

Note—25p; Attachment B, the list of panelists, is cropped.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, *Basic Skills, *Cutting Scores, Higher Education, Minimum Competency Testing, Remedial Instruction, Scoring, State Boards of Education, *State Colleges, State Programs, *Student Placement, Testing Programs, Test Manuals

Identifiers—Nedelsky Method, *New Jersey College Basic Skills Placement Test

This paper describes the meeting of the Reading and Writing Advisory Committee of the New Jersey Basic Skills Council with selected high school English teachers and administrators. This panel established cut scores for statewide interpretation of the New Jersey College Basic Skills Placement Test (NJCSPT). The NJCSPT is administered to all students admitted to New Jersey public colleges and universities. It is a placement test for remedial courses, according to standards set by each college, and a statewide basic skills assessment instrument. By advance agreement the panelists used the Nedelsky Method for setting basic skills proficiency cut scores. Ground rules were made on the first day, objective test probability judgments on the second, and essay judgments on the third. Cut scores established are: Reading Comprehension, 165; Sentence Structure, 165; Logical Relationships, 168; Essay, 7; Composition, 169; Total English, 165. Attachments include: a description of the NJCSPT; a list of

conference panelists; the writing rubric; a Nedelky Method Scoring Sheet; the essay rubric and scoring sheet; and a memorandum containing three panel recommendations and comments concerning the panel's limitations and potential. (BS)

ED 248 268 TM 840 573

Evaluating a Computer Education Program Qualitatively and Quantitatively.
Lai, Morris K.
Pub Date—Apr 84

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, Computer Assisted Instruction, Computer Literacy, Core Curriculum, *Evaluation Methods, Feedback, Formative Evaluation, Intermediate Grades, *Mathematics Instruction, *Microcomputers, *Program Evaluation, *Science Instruction, Secondary Education, Sex Differences

Identifiers—Evaluation Research, *SCOPE Program

This quantitative/qualitative evaluation of an 80-hour course integrating the SCOPE Computer Program in Mathematics and Science into the curriculum for students, grades 6-12, was conducted to: (1) provide immediate feedback to facilitate improvement of the program; (2) determine course effects; and (3) provide practitioners with an effective method of evaluating microcomputer use in educational settings. Careful evaluations of programs involving computer instruction and education are needed for progress in computer literacy and computer integration into the core curriculum. Data were collected from the 370 participating students, 13 instructors, eight lab assistants, and four program coordinators using pretests, interim feedback forms, posttests, and 40 hours of evaluator observation data. National Assessment of Educational Progress items were part of the test battery. Results showed gains in computer programming skills, mathematical problem-solving, and attitude toward computers. Sex differences were found in cognitive gain, use of computer labs, and discipline. Teacher training was part of the program. The appendix contains the "Formative Evaluation Feedback-SCOPE Session I," designed to assist personnel continuing to conduct the program. Findings and recommendations concerning student behavior, physical facilities, field trips, parent day/parent communication, the curriculum, and instructional strategies are presented. In addition, some unsystematic observations and conclusions are offered. (BS)

ED 248 269 TM 840 575

An Evaluation of an Indirect Method of Transforming Item Parameter Estimates from Item Response Theory to a Common Scale.
Marco, Gary L.

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, *Equated Scores, *Estimation (Mathematics), *Latent Trait Theory, Mathematical Models, *Scaling, Test Construction, Test Items, Transformations (Mathematics)

Identifiers—BICAL Computer Program, *Item Parameters, LOGIST Computer Program, Quantile Computer Program, Scholastic Aptitude Test

Using raw-to-scaled-score conversions derived from test-score equating to link item-parameter estimates from the one-parameter (Rasch) and three-parameter logistic models, this study evaluated an indirect method for converting item response theory estimates to a common scale. Data were taken from Petersen's Scholastic Aptitude Test (SAT) scale stability study, which involved the chain equating of a test to itself through five intermediary forms. Sample sizes ranged from 2,527 to 2,879. Six SAT-verbal and six SAT-mathematical test forms were used. To estimate item parameters from individual data, the BICAL computer program was used for the one-parameter logistic model and the LOGIST program for the three-parameter model. The Quantile program estimated item pa-

rameters from grouped data for the three-parameter model. IRT true score equating provided a criterion to assess the practical consequences of using the three item calibration methods in conjunction with the score-conversion method of item-parameter transformation. Within-model and between-model comparisons showed close agreement with initial methods. While results were promising, further study of item parameter transformations based on score conversion information is needed before operational application in testing programs. (BS)

ED 248 270 TM 840 576

An Evaluation of Methods for Setting Standards on the Essay Portion of the National Teacher Examinations.
Busch, John Christian Jaeger, Richard M.

Pub Date—Apr 84

Note—20p.; Paper presented at the Joint Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Entrance Examinations, Criterion Referenced Tests, *Cutting Scores, *Essay Tests, Evaluation Methods, Higher Education, Holistic Evaluation, *Inter-rater Reliability, Preservice Teacher Education, Scaling, *Scoring, Writing Evaluation

Identifiers—Angoff Methods, Educational Testing Service, *National Teacher Examinations, North Carolina

This study addressed seven questions regarding the methods used in setting passing scores on the essay subset of the National Teacher Examinations (NTE) Communication Skills test for the North Carolina State Board of Education. North Carolina uses these tests to screen prospective applicants to teacher education programs. The judges (five college faculty members and two public school teachers) rated two sets of eleven essay responses to a question from the 1982 national NTE administration provided by Educational Testing Service (ETS). The first essay set was presented in order of increasing ETS assigned scores, the second in random order. Judges rated the essays as "acceptable" or "unacceptable." They were given the ETS holistic scoring for each essay, decided which ETS rating represented a minimally acceptable essay, and rank ordered the essays. A minimal standard for each judge was computed by two methods. The resulting data were analyzed descriptively due to the small sample size. Results suggested that to produce the smallest variance among judges' standards, essays should be presented in increasing order of quality (as scored by ETS readers), but without prior knowledge of ETS ratings. Rating knowledge created an apparent positive bias in recommended standards. (BS)

ED 248 271 TM 840 577

Evaluation Processes of Regional and National Education Accrediting Agencies: Implications for Redesigning an Evaluation Process in California.
Bernhardt, Victoria L.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Small print in appendix.

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Accrediting Agencies, Comparative Analysis, *Evaluation Methods, Higher Education, *Institutional Evaluation, Standards, *Teacher Education Programs

Identifiers—*California, *California Commission on Teacher Credentialing, California Office of Private Postsecondary Educ., National Council for Accreditation of Teacher Educ., Western Association of Schools and Colleges, California, California Colleges and universities in California may be accredited or approved by four different agencies to offer approved programs of teacher education: the State Department of Education's Office of Private Postsecondary Education (OPPE) (for private institutions); the Western Association of Schools and Colleges (WASC); the Commission on Teacher Credentialing (CTC); and, optionally, the National Council for Accreditation of Teacher Education

(NCATE). This paper attempts to identify overlaps and gaps in the accreditation/evaluation processes, and presents recommendations for the redesign of the CTC. All the agencies use team visits. In addition, all but the CTC use self-studies. Standards appear to be the major difference between the agencies' approaches. OPPE and WASC concentrate on facilities, institutional support, faculty, and in a general manner, program content. NCATE's standards overlap CTC's guidelines in several areas of curriculum. The results of the comparison indicate that some combination of a self-study and candidate-centered evaluation, with more rigor in the initial approval process, is necessary to achieve more efficiency and effectiveness in the CTC evaluation process. (BW)

ED 248 272 TM 840 578

Factors Related to Student Achievement in Arkansas Schools: 1981 and 1982.
Teeter, Thomas A. And Others

Pub Date—2 Sep 83

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Class Size, Community Support, Elementary Secondary Education, Expenditure per Student, *Predictor Variables, Regression (Statistics), School District Size, Scores, *State Surveys, Student Transportation, Teacher Salaries

Identifiers—*Arkansas

The purpose of this paper is to review the relative contribution of selected school-related variables to the output of the Arkansas public schools, as measured by Science Reading Associates (SRA) achievement test scores. Multiple step-wise regression and Pearson correlation were used to analyze the data. The most important finding was that very little of the variance in student achievement scores was related to variables commonly considered to be important in the educational process. Average teachers' salaries, class size, school district size, average expenditures per pupil, amount spent on transportation, and local effort taken either individually, or as a group, never account for more than 12 percent of the total variation in student achievement scores. (BW)

ED 248 273 TM 840 579

Follow-Up Study of the High School Class of 1981.
Gross, Susan Frechling, Joy A.

Pub Date—Jun 83

Note—46p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Counselor Evaluation, Course Evaluation, Employment Patterns, Followup Studies, Graduate Surveys, *High School Graduates, High Schools, Postsecondary Education, School Districts, Student Attitudes, Study Skills

Identifiers—*Montgomery County Public Schools MD

The Montgomery County Public Schools (MCPS) survey of its high school graduating classes gathers information about (1) the postsecondary institutions they plan to attend and the kinds of jobs they hope to hold; (2) students' perceptions of the quality of the courses taken in high school and of their preparation in academic skill areas; and (3) students' perceptions of the effectiveness of counseling services.

In the spring of 1982, surveys were mailed to all of the 8,678 June 1981 MCPS graduates. Surveys were returned by 2,627 of the graduates, and results indicated that the vast majority of graduates continued their education in postsecondary institutions, with 75 percent attending four-year colleges and universities. Those not attending school in 1981-82 were generally employed in business/office jobs, sales, or food/restaurant jobs. With the exception of foreign languages and mathematics, MCPS courses were rated as "good" or "very good" by over 80 percent of the students responding; and on the average, courses were given a "good" rating. Students felt less well prepared in the academic skill areas (writing papers, taking notes in class, using the library, completing homework, studying for tests, and managing time) than in the content areas. The counselors received mixed ratings from the students. (BW)

ED 248 274 TM 840 580

GMAT—Fact or Fiction: A Look at the Validity of
Benson, Gary

UD

the Exam.

Pub Date—Nov 83

Note—15p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, November 2-5, 1983).
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Business Administration Education, *College Entrance Examinations, Correlation, Grade Point Average, *Graduate Study, Higher Education, Predictive Validity, Prerequisites, *Test Validity
Identifiers—*Graduate Management Admission Test

A research project was designed and conducted to determine specifically whether the Graduate Management Admission Test (GMAT) has any predictive value in determining how well masters of business administration (MBA) students perform in graduate management education. Several types of information were drawn from the student files of 360 past or current MBA students at Arizona State University: demographic information, grade point average information, GMAT score information, grades in pre-requisite courses required for MBA admission, and grades in graduate level required courses. Pearson correlation was used to evaluate the relationships between GMAT scores and performance and grade point average in the pre-requisite and graduate level courses. The results indicate that (1) there is no significant relationship between pre-requisite MBA courses in terms of preparing students to take the GMAT; and (2) there is no significant relationship between GMAT scores and performance in graduate management education, with the lowest correlations between the GMAT quantitative scores and grade point averages. (BW)

ED 248 275

TM 840 581

A Guide for Vision Screening in California Public Schools.

California State Dept. of Education, Sacramento.
Office of Curriculum Services.

Pub Date—84

Note—46p.; This document supersedes ED 118 556.

Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$2.50, plus sales tax for California residents).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Legislation, Elementary Secondary Education, Exceptional Persons, Preschool Education, Program Guides, *Program Implementation, School Health Services, *Screening Tests, State Legislation, *State Programs, *Vision Tests, *Visual Impairments
Identifiers—California, Color Perception Test, Snellen Test

This manual for district and school health personnel contains guidelines to facilitate the planning and implementation of vision screening programs in California public schools so that all students may benefit from optimal use of their sense of sight. The major program objectives, the legal basis, minimum requirements, and authorized personnel are listed. A chart describes equipment needs and arrangement, room requirements, testing procedures, and recording and referral processes for the Snellen Test, the Color Perception Test, and additional procedures. As teacher observation is important in detecting suspected vision problems, signs and symptoms are given. Specific systematic follow-up procedures are suggested. Program implementation checklists for the administrator and the vision screener are included. A section on procedures for screening nonliterate, nonverbal, non-English-speaking, and/or very young children with special needs contains special considerations, suggestions for test administration, and specific aids that may be helpful. A glossary and selected references are included. The appendices contain: Vision Screening Rechecks and Report of Eye Examination forms; addresses for screening aids; sections from the "California Administrative Code, Title 5, Education" on vision screening; and a draft of the proposed addition to the code. (BS)

ED 248 276

TM 840 582

Guidelines on the Uses of College Board Test Scores and Related Data.

College Entrance Examination Board, New York,

N.Y.

Pub Date—84

Note—16p.; Small print throughout.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Admission, *College Entrance Examinations, Guidelines, Higher Education, Scholarships, School Counseling, Secondary Education, *Student Evaluation, Student Placement, Student Recruitment, *Test Interpretation, Test Results, *Test Use

Identifiers—*College Entrance Examination Board, Scholastic Aptitude Test

How best to use college entrance test score information in making decisions that affect both students and institutions is a complex issue. This booklet offers guidelines developed by member councils and panels of the College Board on the appropriate uses of test scores. The guidelines describe how the College Board interprets its own responsibilities in relation to the public and its user clientele and what additional responsibilities it believes the users of these services have. Guidelines address schools, colleges, and scholarship agencies; and test score use for counseling, for student recruitment, for student selection (by individual colleges or by state systems or groups of colleges), and for placement and credit purposes. The booklet cautions users of test data about the limitations of tests, (including the importance of using test results along with other relevant information. Users are further advised to consider carefully the consequences to those tested and to guard specifically against using tests to serve purposes they are neither intended to serve or capable of serving. Seven examples of misuses of the Scholastic Aptitude Tests (SAT) or other College Board tests are given. (BS)

ED 248 277

TM 840 583

Fetters, William B. And Others

High School Seniors: A Comparative Study of the Classes of 1972 and 1980, High School and Beyond, a National Longitudinal Study for the 1980's.

National Center for Education Statistics (ED), Washington, D.C.

Pub Date—84

Note—49p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, *Educational Attainment, Educational Change, Educational Experience, High Schools, *High School Seniors, *Longitudinal Studies, National Surveys, Outcomes of Education, Secondary School Curriculum, Self Concept Measures, Social Change, *Student Attitudes, *Student Characteristics, Student Educational Objectives, Student Evaluation, Values
Identifiers—*High School and Beyond (NCES), *National Longitudinal Study High School Class 1972, United States

Using base year survey data from the National Longitudinal Study of the High School Class of 1972 and High School and Beyond, this report compares and contrasts the nation's seniors of 1972 and 1980. Over 1,600 seniors participated in the first study, approximately 28,000 in the second. Chapter I provides an introductory overview of educational, social, demographic, and economic trends and changes in American society. Chapter II compares the seniors with regard to school experiences (curricula, courses, extracurricular activities, and federally funded programs) and students' evaluations of teaching methods, their schools and their educators. Chapter III examines changes in levels of school performance as judged by verbal and mathematics tests, homework effort, and grade-point average. Chapter IV looks at self-perceptions, based on measures of locus of control and self esteem, and life and work values. Chapter V examines plans and aspirations; short term plans; influence of school staff on plans; planned field of study in college; post-secondary occupational plans; and occupational goals. Appendix A contains nine tables of estimated changes by sex, race, socioeconomic status, test score, high school program, and geographic region. Appendix B discusses potential sources of error in the data. (BS)

ED 248 278

UD 023 689

Byrd, Roland L.

Project ENRICH: A Prototype for Achievement. Howard Univ., Washington, DC. Center for Academic Enrichment.

Pub Date—15 May 84

Note—37p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Achievement, *Black Colleges, *Black Students, Career Development, *College Bound Students, *College Preparation, *College School Cooperation, Educationally Disadvantaged, High Schools, *Program Effectiveness, Remedial Programs

Identifiers—District of Columbia Public Schools, *Project ENRICH DC

This paper describes and evaluates Project ENRICH, a two-year pilot program aimed at providing black high school students with educational foundations and preparatory experiences which would assist them in their enrollment in and adjustment to higher education institutions. Another purpose of the program, operated cooperatively between Howard University and the District of Columbia Public Schools, is to strengthen the communication between secondary schools and colleges. The development and implementation of the program are detailed and four objectives are enumerated: (1) to increase skills in writing, vocabulary building, test-taking techniques, communication and interpersonal relations through academic support seminars; (2) to increase skills in interviewing techniques, college application preparation, resume writing, college selection, and the acquisition of financial aid through career/college planning seminars; (3) to enhance students' awareness of historically black colleges and colleges with programs for minorities through college visitations and other enriching experiences; and (4) to create ongoing dialogue with parents of Project ENRICH students. Student selection criteria are discussed and a schedule of activities for the first year of the project, 1982-83, is given. The results of an end-of-the-year assessment are presented. Participating students are reported to have found the project useful in helping them to improve their academic skills and giving them insight into careers, college preparation, obtaining college financial aid, and their own academic ability; counselors rated students' attitudes as very good and perceived Project ENRICH as very helpful to students. Appendices contain the project's initial proposal, a list of Advisory Board members and affiliations, and forms and questionnaires. (KH)

ED 248 279

UD 023 696

Boston School Desegregation. Report No. 3 to the United States District Court, District of Massachusetts, Volume I.

Massachusetts State Dept. of Education, Boston.
Bureau of Operational Support.

Pub Date—15 Jul 84

Note—133p.; For related documents, see ED 236 277-278, ED 240 220-223, and UD 023 697-698.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Compliance (Legal), *Desegregation Effects, *Desegregation Plans, Elementary Secondary Education, *Program Effectiveness, *Racial Integration, *School Desegregation
Identifiers—Boston Public Schools MA

An executive summary of findings, this is the first volume of the Third Monitoring Report on Boston Public School Desegregation. The report, covering Boston Public Schools operations from December 1983 through May 1984, was filed by the Massachusetts Board of Education and Commissioner of Education under Orders of Disengagement entered at Federal District Court on December 23, 1982. This volume has twelve main sections which correspond to each of the twelve monitoring areas enumerated in the Orders of Disengagement: student assignments, staff, special desegregation measures, special education, bilingual education, vocational and occupational education, transportation, facilities, safety and security, student discipline, institutional pairings, and parent and student organizations. Each section contains a description of objectives, procedures, findings and recommendations.

dations, as well as a summary of previous findings to provide a gauge of progress during the period of State Board monitoring. Two final sections briefly discuss the progress of disputes during the covered monitoring period and procedures for initiating modifications of existing orders. (KH)

ED 248 280 UD 023 697

Boston School Desegregation. Report No. 3 to the United States District Court, District of Massachusetts, Volume IIA.

Massachusetts State Dept. of Education, Boston. Bureau of Operational Support.

Pub Date—15 Jul 84

Note—271p; For related documents, see ED 236 277-278, ED 240 220-223, and UD 023 696-698; Some pages may be marginally legible due to blurred or broken type.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors—Bilingual Education, *Compliance (Legal), *Desegregation Effects, *Desegregation Plans, Elementary Secondary Education, Faculty Integration, Magnet Schools, *Racial Integration, School Demography, *School Desegregation, Special Education, Student Transportation, Vocational Education

Identifiers—*Boston Public Schools MA

This part of the Third Monitoring Report on the progress of desegregation in the Boston Public Schools covers activities for the period from December 1983 through May 1984. First, the Boston School Superintendent's response is presented to challenges made after previous reports showed little progress in staffing, facilities, bilingual education, vocational and occupational programs, and school safety and security. Statistics and other documentation of progress are given for each area. Next, the findings of 7 of the 12 court-ordered monitoring areas are presented in full. The areas of concern addressed include student assignments, staff, special desegregation measures, special education, bilingual education, vocational and occupational education, and transportation. Each report presents objectives and questions, methods, findings, commendations, and recommendations, as well as documentation (letters, statistics, and memoranda in support of specific findings). (KH)

ED 248 281 UD 023 698

Boston School Desegregation. Report No. 3 to the United States District Court, District of Massachusetts, Volume IIB.

Massachusetts State Dept. of Education, Boston. Bureau of Operational Support.

Pub Date—15 Jul 84

Note—219p; For related documents, see ED 236 277-278, ED 240 220-223, and UD 023 696-697; Some pages may be marginally legible due to blurred or broken type.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Compliance (Legal), *Desegregation Effects, *Desegregation Plans, Discipline, Educational Facilities Improvement, Elementary Secondary Education, Grievance Procedures, Parent Associations, *School Desegregation, School Safety, School Security, Student Organizations

Identifiers—*Boston Public Schools MA

This volume covers Boston Public Schools operations in four court-monitored areas for the period from December 1983 through May 1984. These areas of concern are discussed: facilities, safety and security, student discipline, and parent and student organizations. Dispute resolution during the period covered by the report, as well as procedures for initiating modifications of existing orders, are briefly addressed in two concluding sections. (KH)

ED 248 282 UD 023 758

Thakur, P. S. Children's Human Figure Drawings: Clinical and Cultural Considerations.

Pub Date—82

Note—132p; Printed by Community College of Rhode Island, Lincoln.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Art Therapy, Child Development, *Children, *Childrens Art, Cognitive Processes, Cognitive Tests, Cultural Differences, Elementary Secondary Education, Psychological Charac-

teristics, *Psychological Evaluation

Identifiers—*Draw a Person Test

This paper considers the psychological aspects of children's drawings. The utility of the Draw a Person Test (DAPT) for different types of psychological research is discussed, and the non-intellectual and cultural factors of the DAPT are described. Suggestions on the administration, scoring, and interpretation of drawings are given. The next two sections focus on using drawings for particular purposes: gauging a child's mental development and discerning specific emotional indicators. The history of art therapy is briefly outlined, and its advantages are explained. The second half of this paper consists of sample children's drawings, with captions that offer tentative psychological readings. Sixteen drawings are uncaptioned; they may be used for exercise in interpretation. (KH)

ED 248 283 UD 023 759

Pinkston, Garland, Jr. Affirmative Action to Open the Doors of Job Opportunity. A Policy of Fairness and Compensation That Has Worked.

Citizens Commission on Civil Rights, Washington, DC.

Spons Agency—Carnegie Corp. of New York, N.Y.; Field Foundation, New York, N.Y.; Rockefeller Family Fund, Inc., New York, N.Y.; Rockefeller Foundation, New York, N.Y.

Pub Date—Jun 84

Note—225p.

Available from—Citizens' Commission on Civil Rights, 620 Michigan Avenue, N.E., Washington, DC 20064 (\$10.00 for single copy; 2-9 copies, \$7.00 per copy; 10 copies or more, \$5.00 per copy; postage and handling included).

Pub Type—Historical Materials (060) — Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Affirmative Action, *Educational Discrimination, Employment Practices, Equal Education, *Equal Opportunities (Jobs), *Federal Government, Government Role, Minority Groups, Policy Formation, Political Attitudes, *Public Policy, *Racial Discrimination, *Sex Discrimination

Identifiers—*Reagan Administration

This is a history of the discriminatory practices that gave rise to affirmative action policies, of the way in which such policies evolved, and of the current law regarding affirmative action. It examines the application of Federal policy to institutions which provide employment and training opportunities, as well as implementation of affirmative action policy by the current administration. Statistical information and opinions of employers and others directly involved in the workings of the policy are included. In general, affirmative action is found to be "a policy marked by pragmatism and compassion," but criticisms are made against the Reagan Administration: the President is called upon to reexamine his position of opposition to affirmative action policies developed and implemented by his predecessors. His stance, it is argued, has had little influence on the courts, Congress, and most Federal agencies, but it has encouraged opposition and decreased the protections of law available to persons discriminated against. Chapters include: (1) History of Affirmative Action; (2) Goals, Ratios, and Quotas; (3) The Reagan Administration Record; (4) The Impact of Affirmative Action; and (5) The Debate over Affirmative Action. Final sections include findings, recommendations, footnotes, and an appendix (a questionnaire on affirmative action practices which was sent to private companies). (KH)

ED 248 284 UD 023 767

Advance Planning Guide. Preparing for the 1984 Academy for Effective Schools.

Chicago Board of Education, Ill.

Pub Date—Jun 84

Note—54p; Pages 9, 13, and 14 may be marginally legible.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Improvement Programs, *Needs Assessment, Program Evaluation, *Resource Materials, School Effectiveness, Student Evaluation, *Student Needs

Identifiers—*Academy for Effective Schools II, *Chicago Public Schools IL

This is an advance planning guide aimed at helping Chicago Public School principals carry out a

school action plan, Academy for Effective Schools, in the 1984-85 school year. It suggests ways that schools can build on the school goals and practices established in previous plans. The terminology of the planning cycle is similar to that used in the Management Accountability Plan, progressing from planning and implementation to evaluation. The booklet provides the following: (1) a guide to conducting a school needs assessment; (2) sources of information about student achievement, attendance, and other school characteristics, and how these indicators can be used to make decisions about programs; (3) a description of supplementary resources available to aid in coordinating program planning; (4) sample action plans; (5) a checklist to get program implementation underway; and (6) suggestions for scheduling planning activities. (Author/KH)

ED 248 285 UD 023 768

Chicago Mastery Learning Reading Progress Report, 1982-83 School Year.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Pub Date—Jan 84

Note—11p; Some pages may be marginally legible due to light type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Gains, Elementary Education, Knowledge Level, *Mastery Learning, *Program Effectiveness, Program Evaluation, *Reading Achievement, *Reading Programs

Identifiers—*Chicago Mastery Learning Reading Program, *Chicago Public Schools IL

The Chicago Mastery Learning Reading (CMLR) program provides a model of instruction and a set of instructional materials for teachers and students, from kindergarten through eighth grade, in Chicago Public Schools. An analysis of CMLR progress records for more than 240,000 students in June 1983, found that compared to 1982 and earlier years, (1) more students were working on CMLR materials at their organizational grade or above; (2) more students in each grade had mastered the CMLR material for their organizational level or above; and (3) as a result of more students working on CMLR objectives appropriate for their grade level, the percentage of students mastering a year's worth of material declined slightly. (Author/KH)

ED 248 286 UD 023 769

Gonzalez-Tamayo, Eulogio.

Aptitude Testing Controversy: Beliefs, Not Values, Are on Trial.

Pub Date—84

Note—38p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aptitude Tests, *Beliefs, Cultural Differences, Predictive Validity, Scores, *Social Bias, Social Values, *Test Bias, Test Construction, Test Reliability, Test Validity

This paper analyzes research findings about the role of values and beliefs in aptitude testing. Indications are found that the ongoing controversy over the lack of ethnic, racial, and sex fairness in aptitude testing is rooted in the tests themselves. Test designers, it is argued, are influenced by their socioeconomic position (they are usually members of the majority group), but they are also swayed by a desire for statistical elegance and scientific methodology. Recommendations are made: test makers must accommodate social differences, however difficult to quantify; and the scientific community should be more receptive and less defensive toward criticism about ability testing and show sensitivity toward the problems created by imperfect instruments. These aspects of aptitude testing receive particular attention: the significance of large group differences in scores found among different ethnic groups; the non-objective nature of many tests; the insensitivity of test makers to cultural differences; the use of test scores for job selection and admission to college; exaggerations about the usefulness of tests; reports that test limitations favor minorities; and the deliberately quantitative, empirical, and pragmatic nature of test methodology. (KH)

ED 248 287 UD 023 770

Chan, Sucheng.

Asian American-Pacific American Relations: The Asian American Perspective.

Association for Asian/Pacific American Studies, Seattle, WA.

Spons Agency—Office for Intergovernmental and Interagency Affairs (ED), Washington, DC. Office of Asian/Pacific American Concerns.

Pub Date—17 Aug 82

Note—52p; For related documents, see UD 023 771-772.

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Asian Americans, Bilingual Education, Community Attitudes, Community Characteristics, *Cultural Differences, Elementary Secondary Education, Health, *Immigrants, *Labeling (of Persons), *Pacific Americans, Political Influences, Population Distribution, Social Integration, Stereotypes, United States History

This paper examines the migration and settlement history of Asians into the United States and the interaction of the major Asian immigrants with each other and with American society. An important thesis is that, because the differences between Asian Americans and Pacific Islanders are much greater than the similarities between them, they should no longer be treated as a single social entity. The term "Asian" is used to refer to persons originating in China, Japan, Korea, India, the Philippines, and Vietnam. "Pacific Islanders" represents Chamorros (from Guam), Samoans (both East and West), Native Hawaiians, and Tongans. The paper is divided into five major parts: (1) "Asian Immigration History, 1849-Present"; (2) "Settlement Patterns and Labor History"; (3) "Community Structure, Inter-ethnic Relations and Cultural Development"; (4) "Contemporary Issues" (including education, employment, health and mental health, community development, cultural integrity, and civic participation); and, finally, (5) "Asian Americans' Perceptions of and Attitudes towards Pacific Islanders". (KH)

ED 248 288

UD 023 771

Manak, Alexander Luce, Pat

Asian American-Pacific American Relations: The Pacific American Perspective.

Association for Asian/Pacific American Studies, Seattle, WA.

Spons Agency—Office for Intergovernmental and Interagency Affairs (ED), Washington, DC. Office of Asian/Pacific American Concerns.

Pub Date—17 Aug 82

Note—41p; For a related documents, see UD 023 770-772.

Pub Type—Historical Materials (060) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Asian Americans, Cultural Differences, *Ethnic Relations, *Federal Aid, Government Role, *Immigrants, Labeling (of Persons), Migration Patterns, *Pacific Americans, *Political Influences, *Samoan Americans, *Social Discrimination, Social Integration, United States History

Identifiers—Chamorros, Tongan Americans

This report provides the Pacific American perspective on the current problems and future prospects of Asian and Pacific American relations in the context of Federal assistance. The report is divided into three parts. The first emphasizes the long history of contact between Asians and Pacific Islanders in the Pacific. This history, it is argued, has partly shaped the way Pacific Americans view Asian Americans in the United States today. Part I also briefly describes the migration process as experienced by the majority of Pacific migrants, who were mainly Polynesians and Micronesians. Part II outlines some of the contemporary issues in more detail, and describes the way in which Pacific Americans have attempted to overcome barriers to greater participation in the health, education and employment fields. Part III focuses on the origin of the term "Asian Pacific American," the degree of ambiguity in using such a term, and the resulting disadvantages for the Pacific American community. This section is based partly on the results of several community meetings held to discuss Asian Pacific American relations. Finally, the report recommends (1) a change of the existing classification to two separate ones—"Asian American" and "Pacific American"; (2) that a standard Federal definition of "Pacific American" be adopted, and that it be limited to people of Micronesian, Melanesian, or Polynesian racial and cultural origins; and (3) broader-based support for the upward mobility of all Asian and Pacific Americans, perhaps through a national conference and the creation of professional associations and integrated leadership training pro-

grams. (Author/KH)

ED 248 289

UD 023 772

Lee, Douglas W.

Asian Americans and Pacific Americans: The Dilemma of Inter-Ethnic Relations and the Role of Federal Assistance.

Association for Asian/Pacific American Studies, Seattle, WA.

Spons Agency—Office for Intergovernmental and Interagency Affairs (ED), Washington, DC. Office of Asian/Pacific American Concerns.

Pub Date—17 Aug 82

Note—78p; For related documents, see UD 023 770-771.

Pub Type—Historical Materials (060) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Asian Americans, Cultural Differences, Cultural Interrelationships, *Ethnic Relations, *Federal Aid, Government Role, Immigrants, *Intergroup Relations, Labeling (of Persons), *Pacific Americans, *Social Discrimination

This paper results from a research project that investigated the problem of inter-ethnic relations between Asian Americans and Pacific Islanders, as they are bound together under the label, "Asian/Pacific Americans" (APA). A basic thesis is that by identifying these two groups with one label, significant cultural and socioeconomic differences are overlooked. This has led to problems in targeting specific populations who may require different types of social services, public involvement, and government aid. Adverse consequences, it is asserted, have been felt most keenly by the Pacific Islanders, who form a "minority within the minority." The inadequacies and malfunctions of the present Asian/Pacific relationship are discussed, and the origins and development of the label behind it are assessed. The role of Federal assistance is probed, as both a factor contributing to the "dilemma," and also as a functional measurement of the inter-ethnic partnership itself. The paper ends with a presentation of the project's list of recommendations, including abolishment of the label and a call for the formation of a national coalition of both groups. (KH)

ED 248 290

UD 023 773

Schubert, Jane G.

Five National Demonstrations of Educational Equity, Evaluation Summary.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Report No.—AIR-87400-10-83-ER4

Pub Date—Oct 83

Contract—300-80-0689

Note—74p; Page 9 will be marginally legible due to small, broken print.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Demonstration Programs, Elementary Secondary Education, *Equal Education, *Material Development, Parent Participation, Resource Materials, *Sex Fairness, *Staff Development

Identifiers—*Broward County Public Schools FL, Lincoln County Schools OR, Quincy Public Schools MA, Reidsville City School System NC, Title IX Education Amendments 1972, *Tucson Public Schools AZ

In 1980, five institutions received contracts to implement a comprehensive demonstration program of educational equity in a local education agency. A 3-year implementation phase was completed in September 1983. The contractors and their five demonstration sites were: (1) the University of Tennessee, and the Reidsville (North Carolina) City School System; (2) the NETWORK, Inc., and Quincy (Massachusetts) Public Schools; (3) Northwest Regional Educational Laboratory, and the Lincoln County (Oregon) School System; (4) American Institutes for Research, and the Tucson (Arizona) Unified School District; and (5) the University of Miami, and the Broward County (Florida) School District. This report summarizes the accomplishments of all five demonstration projects in the 3 years of implementation. An introduction (section I) describes the projects' common purpose as (1) the use of materials that contribute to an educational environment free of sex and ethnic bias; (2) helping educators to integrate equity concepts into their instructional practices; (3) providing a setting where

people can observe equitable practices; (4) offering training to individuals interested in establishing equity programs in their own schools; and (5) collecting data for program evaluations. Project activities are then described in the remaining seven sections, which focus respectively on installing the demonstrations; faculty utilization of equity resources; developing faculty and administrator capabilities and improvement of Title IX compliance; establishing intern programs at the five sites; conducting parent and community outreach; evaluating the projects in terms of elementary student, secondary student, and faculty outcomes; and the equity program's legacy for the future. (GC)

ED 248 291

UD 023 774

Alkin, Marvin And Others

Evaluation of the Year-Round Schools Program. Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—1 Jul 83

Note—64p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Desegregation Effects, Desegregation Plans, Elementary Secondary Education, Parent Attitudes, *Program Effectiveness, Program Evaluation, Racial Relations, Student Attitudes, Teacher Attitudes, Urban Schools, *Voluntary Desegregation, *Year Round Schools

Identifiers—*Los Angeles Unified School District CA

This report details the technical aspects of a 1983 evaluation of Year-Round Schools (YRS) in the Los Angeles Unified School District. It is part of a combined effort to assess voluntary integration programs and is designed to inform the district's policy-makers on the progress the district has made in relieving the harms of racial isolation. A Prologue considers the general context affecting the analysis and interpretation of findings, in three aspects: (1) the nature of the greater Los Angeles area served by the district, (2) changes in the district's leadership, financial picture, and racial distribution; and (3) the effect of State and Federal policy changes on the district. Chapter I describes the YRS program as an effort to relieve overcrowding, and details the size, schedule, and goals of the program. Chapter II presents the methodology used to conduct the study. Evaluation questions, sampling procedures, instrumentation, and data collection and analysis are discussed. Chapter III, which provides results, is organized by these evaluation questions: (1) How successful have participating Year-Round Schools been in relieving overcrowding? (2) What are the opinions of the teachers and administrators about the advantages and disadvantages of Year-Round Schools? (3) What instructional practices are used in Year-Round Schools? (4) What are the attitudes of parents of participating students toward Year-Round Schools? and (5) What progress has been made in reducing the harms set forth in the Crawford decision? (The last section discusses the achievement levels, attitudes, behavior, and post-secondary opportunities of YRS students.) Finally, findings showing a positive picture of the progress of the YRS program are discussed and recommendations are given to the school district for dealing with continuing problems. (KH)

ED 248 292

UD 023 775

Alkin, Marvin And Others

Evaluation of the Permits with Transportation Program.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—1 Jul 83

Note—37p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Busing, *Desegregation Effects, Desegregation Plans, Elementary Secondary Education, Minority Groups, Parent Attitudes, *Program Effectiveness, Program Evaluation, Racial Relations, Student Attitudes, *Student Transportation, Teacher Attitudes, *Transfer Students, Urban Schools, *Voluntary Desegregation

Identifiers—Continued Voluntary Permits, *Los Angeles Unified School District CA, *Permits with Transportation

This report presents the 1982-83 results of an ongoing evaluation of two voluntary integration programs, Permits With Transportation (PWT) and Continued Voluntary Permits (CVP), which operate

within the Los Angeles Unified School District. Information on implementation methods is presented for the use of district policymakers and for gauging progress in reducing the harms of racial isolation. A prologue considers the social, economic, and governmental context affecting the analysis and interpretation of findings. Chapter I provides a general introduction and a short history of the FWT and CVP programs. The purpose of FWT is stated to be the provision of opportunities for students to share multicultural and educational experiences in an integrated setting; nearly all of 21,000 participating students represent non-Anglo minority groups. CVP programs, it is said, exist to allow students who attended a paired or clustered school in 1980-81 under a mandatory plan to continue to participate in an integrated experience on a voluntary basis. Chapter II describes study methodology. A review of the purposes and issues underlying the investigation is followed by a description of the sampling, instrumentation, and data collection strategies. Chapter III contains findings and recommendations. It is organized according to questions related to (1) changes and effects of program mechanisms; (2) effects of school policies and practices on student interactions as well as efforts to incorporate participants into the regular school program; and (3) progress made in reducing the harms of racial isolation. A final section summarizes major findings, which were generally positive, and makes recommendations which mainly focus on improving the information distributed to parents and students, and on training teachers and involving them in the program's implementation. (KH)

ED 248 293

UD 023 776

Alkin, Marvin. And Others
Evaluation of the Magnet School Programs.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date—1 Jul 83

Note—84p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Desegregation Effects, Elementary Secondary Education, *Magnet Schools, Parent Attitudes, *Program Effectiveness, Program Evaluation, Racial Relations, School Demography, Student Attitudes, Teacher Attitudes, Urban Schools, *Voluntary Desegregation

Identifiers—*Los Angeles Unified School District CA

This report details the technical aspects of an evaluation of Magnet School programs in the Los Angeles Unified School District in 1982-83. It focuses on implementation during that year and on progress made toward reducing harms of racial isolation. A prologue considers the social, economic, and governmental context affecting the analysis and interpretation of findings. Chapter I briefly describes the Magnet programs and focuses on their educational offerings as well as the students who choose to enroll in them. Chapter II presents study methodology; evaluation questions, sampling procedures, instrumentation, data collection, and data analysis are discussed. Chapter III provides the results of the study, organized around these major evaluation questions: (1) What changes have been made in mechanisms for explaining program options to parents and students during 1982-83? (2) What are the characteristics of students chosen to participate? (3) Do program mechanisms result in students being enrolled in desegregated schools? (4) How do policies and procedures inhibit or contribute to integration? (5) What types of services are delivered as part of the program? (6) What are the perceptions and attitudes of school personnel toward the program? (7) What arrangements have been undertaken to address particular areas of concern? and (8) What progress appears to have been made in reducing the harms set forth in the Crawford decision? Other findings presented concern the attitudes of student participants, the post-secondary opportunities available to them, and their social behavior toward other ethnic groups. Finally, major findings are summarized and recommendations are made. (KH)

ED 248 294

UD 023 778

Moss, Yolanda T.
Socialization and Non-Traditional Gender Roles:
The Black Woman. Draft.

Pub Date—82

Note—23p.; Paper presented at the meetings of the American Anthropological Association (Washington, DC, 1982).

Pub Type—Information Analyses (370)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Family, *Blacks, *Females, *Nontraditional Occupations, Role Conflict, *Self Actualization, Self Concept, *Sex Role, Social Attitudes, *Socialization

This paper explores socioeconomic and cultural conditions that predispose black women to choose paths to non-traditional gender roles and life choices more often than white women. Acknowledged is a need for scholars and researchers to look at the lives of black women, not from the dominant, white, male-centered scholarship model but from the social and cultural perspective of black women's lives and environments. Part I reviews selected socialization literature on blacks and raises questions about the validity of using one single body of scholarship to explain the diversity of black socialization patterns. Part II explores the direct relationships between socialization patterns for blacks and choice of non-traditional gender roles. Part III discusses the ambiguity that many black women face as they assume these non-traditional gender roles and gives results of a pilot study that the author is presently conducting. Part IV discusses the areas where future research on the study of socialization and non-traditional gender roles of black women might be done. (Author/KH)

ED 248 295

UD 023 779

van den Berg-Eldering, Lotty, Ed. And Others
Multicultural Education: A Challenge for Teachers.

Netherlands Ministry of Education and Sciences, The Hague.

Report No.—ISBN-90-70176-48-3

Pub Date—83

Note—241p.; Papers presented at a Conference on Multicultural Education and Teacher Training (Amersfoort, The Netherlands, September 27-30, 1982).

Available from—Foris Publications, P.O. Box 509, Dordrecht, The Netherlands (\$17.40 each).

Pub Type—Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—Acculturation, Bilingual Education, *Cultural Pluralism, Curriculum Design, *Educational Policy, Elementary Secondary Education, Ethnic Groups, Females, *Government Role, Higher Education, Minority Groups, *Multicultural Education, School Community Relationship, *Teacher Education, Teacher Student Relationship, Teaching Methods

Identifiers—*Netherlands, *United States

This book presents 20 papers delivered at the Conference on Multicultural Education and Teacher Training held in Amersfoort, The Netherlands, in September 1982. An introduction (not read at the conference) covering ethnic minorities and educational systems in both the United States and the Netherlands is included. The authors and their papers presented follow: (1) W.J. Deetman, "Education Policy and Minorities: A Dutch View"; (2) Elan K. Hertzler, "Education Policy in a Pluralistic Society: An American View"; (3) Jo E. Ellemeers, "The Study of Ethnicity: The Need for a Differential Approach"; (4) Nathan Glazer, "Political Significance of Education in a Multicultural Society"; (5) James A. Banks, "Language, Ethnicity, Ideology and Education"; (6) Isaura Santiago Santiago, "Political and Legal Issues in Maintaining the Vernacular in the Curriculum: The U.S. Experience"; (7) James M. Anderson, "Contextual Approach to Multicultural Education"; (8) Pieter Batelaan, "Four Approaches to Multicultural Education"; (9) Charles H. Blatchford, "A Checklist of Variables Affecting L2 Curriculum Design"; (10) Allene Grognet, "Teacher-Child-Parent Interaction"; (11) Irene Steinert and Siel van der Ree, "Second Language Acquisition: Natura Artis Magistra"; (12) Richard L. Warren, "The Application of Ethnographic Research in Multicultural Education"; (13) Willem Koot, "Surinamese Children in the Netherlands: The New Pygmals?"; (14) R.P. McDermott and Shelley V. Goldman, "Teaching in Multicultural Settings"; (15) Frans Teunissen, "Teacher Education for a Multicultural, Multiethnic Society"; (16) Joyce Gilmour Zuck, "Global Citizenship, Pluralistic Societies, and Teacher Education"; (17) Adrien A. Wolfhagen, "Teacher Training of Minority Students: A Report from the Field"; (18) A. Boelens, "Being a Moluccan is Prior to Acculturation"; (19) Gwendolyn C. Baker, "Multicultural Education: Implications for Minority Women in the United States"; and (20) Lotty van

den Berg-Eldering, "Moroccan and Turkish Women and Girls in the Netherlands: Is Education Interested in Them?" An epilogue and brief biographies of the authors are attached. (KH)

ED 248 296

UD 023 780

Reynolds, Wm. Bradford

Statement before the National Association of Neighborhood Schools (Pittsburgh, Pennsylvania, August 10, 1984).

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date—10 Aug 84

Note—13p.

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Busing, Desegregation Effects, *Desegregation Litigation, Desegregation Methods, Elementary Secondary Education, Equal Education, Federal Government, Government Role, Magnet Schools, Neighborhood Schools, *Public Policy, Racially Balanced Schools, *School Desegregation, Student Rights

Identifiers—*Reagan Administration

The Brown v. Board of Education decision upheld a civil rights ideal that was based on the personal interests of the students; it made no requirement for a perfect racial balance in all classrooms throughout the offending school district. Yet the ensuing, forced desegregation plans that involved long-distance busing, and other measures based on percentages, actually produced racial isolation on a broader scale. The consequent flight of economically able parents from urban public schools contributed to the erosion of the municipal tax bases, which in turn directly affected the ability of many school systems to provide quality public education to their students—whether white or black. Fortunately, the experiment with forced busing is largely over. The present administration has premised its remedial approach on consensus, not conflict. Centering on magnet schools and other curriculum enhancement programs, its approach provides all children with educational incentives and leaves the choice of school up to each of them—with a full range of transfer options. Thus the use of racial percentages and classroom proportionality are no longer used as measurements of equal opportunity. Nonetheless, two court-related issues bear watching. First, the Supreme Court is about to rule on the scope of relief that can be awarded in a desegregation suit. The Justice Department is arguing that Federal courts lack the power to make States responsible for all transfer costs resulting from interdistrict student transfers. Second, courts should not be slow to declare unitariness when a school district has clearly exhibited good faith in attempting to comply with court desegregation decrees. (KH)

ED 248 297

UD 023 781

Pacific Basin Education and Health Issues. Hearing before a Subcommittee of the Committee on Appropriations, United States Senate, Ninety-Eighth Congress, Second Session. Special Hearing.

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

Report No.—S. Hrg. 98-804

Pub Date—84

Note—371p.; Some sections may be marginally legible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Educational Objectives, Educational Opportunities, Elementary Secondary Education, Federal Aid, *Government Role, Health Conditions, Health Programs, Health Services, *Pacific Americans, Postsecondary Education, *Public Health, Public Policy, *Social Problems, Social Services

Identifiers—*Hawaii, *Pacific Islands

This book contains testimony on education and health issues in the Pacific Basin from a hearing conducted by a subcommittee of the U.S. Senate Committee on Appropriations in January 1984. The emphasis, throughout, is on identifying social problems and finding ways the Federal government can assist in solving them. Papers included were read by members or representatives of the Hawaii State Department of Education, the University of Hawaii, the East/West Center, the Hawaii State Department of Health, the Pacific Postsecondary Education Council, the Pacific Basin Regional Educational Laboratory, the Office of Hawaiian Af-

fairs, Alu Like, Inc., the Native Hawaiian Education Commission, the territory of Guam, the Commonwealth of the Northern Mariana Islands, and the Kwajalein Atoll. (KH)

ED 248 298 UD 023 782
Central American Refugees: Regional Conditions and Prospects and Potential Impact on the United States. Report to the Congress of the United States.

Comptroller General of the U.S., Washington, D.C.
 Report No.—GAO/NSIAD-84-106
 Pub Date—20 Jul 84
 Note—70p.

Available from—U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (1-5 copies free of charge; additional copies \$3.25 each).

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—*Agency Role, Federal Aid, *Government Role, International Organizations, International Programs, *Latin Americans, Migrants, *Refugees, Relocation, Social Agencies, Social Services, *Socioeconomic Influences

Identifiers—*Central America, *United Nations High Commissioner for Refugees, United States Civil strife and deteriorating economic conditions in El Salvador, Nicaragua, and Guatemala have caused hundreds of thousands of refugees to seek asylum and assistance in other Central American countries, Mexico, and the United States. While international organizations and some asylum country governments provide the basic needs of refugees who seek assistance, most refugees remain outside assistance programs. This report discusses the policies of and extent of assistance given to Central American refugees by the United Nations High Commissioner for Refugees and other international organizations, refugees' living conditions and prospects in asylum countries, and U.S. and asylum government policies toward refugees. It also examines (1) the link between assistance and asylum opportunities available to refugees in the region and the possible future migration of refugees to the United States, and (2) the potential impact of such migration. (Author)

ED 248 299 UD 023 783

Haszu, Louis A. McAtee, Sharon A.
Child Care Food Program Financial Management Guide. PTM No. 300.83.

New Jersey State Dept. of Education, Trenton. Bureau of Child Nutrition Programs.
 Pub Date—Jul 83
 Note—37p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, Compliance (Legal), Cost Estimates, Expenditures, *Federal Programs, *Food Service, Lunch Programs, *Program Administration, *Recordkeeping, Resource Allocation

Identifiers—*Child Care Food Program

While costs are no longer reported to the Child Care Food Program on the monthly reimbursement voucher, Federal regulations for the program require that each participating sponsor operate a non-profit food service and that any income accrued from the program be used solely for the conduct of improvement of the food service operation. Therefore, it is important that each sponsor maintain a record keeping system whereby the source documentation of applicable food service costs can be monitored. The information in this guide is provided to assist program sponsors in developing and maintaining an accountability system for financial management in their Child Care Food Program operation. Federal authorization and purpose of the program are discussed, and a glossary of important terms is provided. Financial management standards and guidelines for determining allowable costs are presented. Allowable operating costs (for food, delivery, labor, purchased services, and supplies), administrative costs (for planning, organizing, and supervising), and non-allowable costs are detailed. Appendices include suggested formats for record-keeping. Monthly depreciation factors are given, and non-expendable food equipment is itemized. (Author/KH)

ED 248 300 UD 023 784

Meyers, Ellen, Ed. And Others
IMPACT II Catalog of Teacher-Developed Programs, 1983-84.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—Jan 84
 Note—129p; Program administered in cooperation with the New York City Partnership, Inc.; For related documents, see ED 190 696 and ED 233 105.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Class Activities, *Curriculum Enrichment, *Demonstration Programs, *Educational Resources, Elementary Secondary Education, *Learning Activities, *Teacher Developed Materials

Identifiers—*New York (New York)

This catalog profiles 98 exemplary programs developed by New York City independent and public school teachers for use in elementary and secondary schools. An introduction presents a brief overview of the IMPACT II project, which provides grants and workshops for teachers interested in implementing the exemplary programs developed by their colleagues. The profiles are then organized by subject area, and then subdivided by grade level. Full information is given for contacting the developer teachers and obtaining more information about the described programs. Subject areas include art, bilingual education, communication arts, computer education, foreign languages, health education, home economics, mathematics, music, physical education, science, and social studies. (KH)

ED 248 301 UD 023 785

Social Segregation in Comprehensive Schools in Sweden. Project No. 222.

National Swedish Board of Education, Stockholm.

Pub Date—Mar 81
 Note—19p; For a related document, see ED 196 983.

Journal—J—School Research Newsletter; n4 Mar 1981

Pub Type—Reports - General (140) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Discrimination, Elementary Education, Foreign Countries, Individualized Instruction, Mainstreaming, Social Class, *Social Differences, *Social Discrimination, *Socioeconomic Influences, Student Needs, *Student Welfare

Identifiers—*Project GUARANTEE (Sweden), *Sweden

A cohort of students was monitored throughout their nine-year comprehensive school career to investigate social segregation in Swedish schools. The study began in the school year 1972-73 and the students came from six large municipalities: Stockholm, Botkyrka, Lidingö, Malmö, Linköping, and Borås. It found that, despite reforms allowing all pupils, regardless of their social class, to attend the same type of school, differences in educational results continue to reflect social status. Student performance in class and on standardized tests differed according to status and, when making choices for senior level grades, higher social class students tended to choose a more academic combination of subjects. These differences are governed by the students' social identity, which they acquire as a result of social segregation in school and elsewhere. School segregation may simply be based on residential segregation. But even the student welfare institution, intended to deal with problems not addressed within educational activities, is overtly discriminatory. It was found, for example, that low achievers in high status classes obtained more support than the corresponding students in low status classes. Practices of the pupil welfare institution result in referring problems to individual differences between students, and not to the discriminatory treatment which schools apparently accord to students of different social classes. (KH)

ED 248 302 UD 023 787

Lines, Patricia

Student Achievement in An Integrated Setting. ECS Working Paper LEC-83-11.

Education Commission of the States, Denver, Colo. Law and Education Center.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.

Pub Date—83
 Grant—NIE-400-81-0012

Note—28p; For other papers in this series, see UD 023 788-793.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, *Academic Achievement, Age Differences, *Classroom Desegregation, *Desegregation Effects, Desegregation Litigation, Elementary Secondary Education, *Social Science Research

Identifiers—Coleman Report

This paper reviews what is known about the impact on student achievement after schools are desegregated. The primary purpose of this review is to identify children that may be in need of special help during the transition to the desegregated environment and to determine the type of help needed to enhance their achievement. The use of test scores as an argument for or against desegregation is rejected; it is held that legal and historical imperatives alone require an end to past wrongs. Existing desegregation studies are noted to be often flawed, with methodological weaknesses and insufficient emphasis on classrooms. It is further noted that all too frequently, an integrated school has racially segregated classrooms. Given these caveats, however, the report concludes that desegregation does have a positive effect on achievement. This is especially true where integration occurs at the classroom level, rigid tracking is avoided, children gain access to integrated schooling at a very young age, and the program endures over time. These findings support the legal and historical arguments for continuation of efforts to racially integrate schools. (Author/GC)

ED 248 303 UD 023 788

Winslow, Hal And Others

State Desegregation Initiatives in a Period of Transition. ECS Working Paper LEC-83-12.

Education Commission of the States, Denver, Colo.

Law and Education Center.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 83
 Grant—NIE-400-81-0021

Note—46p; For other papers in this series, see UD 023 787-793.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Desegregation Methods, Elementary Secondary Education, *Government Role, *School Desegregation, *State Agencies, *State Legislation, Voluntary Desegregation

Identifiers—California, Illinois, Kentucky, Massachusetts, Washington

This paper discusses the potential of individual States for encouraging voluntary desegregation at the local level. Desegregation history and State strategies in five States—California, Illinois, Massachusetts, Kentucky, and Washington—are closely examined. In all of the States studied, State laws provide the State agency with considerable power. Generally, these laws make racial imbalance actionable, even in the absence of an intentional violation. The examination reveals successes and failures within every State. Individuals within the State agencies responsible for school desegregation appear to be committed and vigorous, but reduced resources and competition with other State priorities threaten their capacity to pursue traditional strategies. As a result, these State agencies are searching for new strategies, particularly ones that directly combine a concern for racial balance with improving student achievement. While specific ways of accomplishing the twin goals of desegregation and quality education are far from clear, those involved believe that both can be met. (Author/GC)

ED 248 304 UD 023 789

Orfield, Gary

State Housing Policy and Urban School Segregation. ECS Working Paper LEC-83-13.

Education Commission of the States, Denver, Colo.

Law and Education Center.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 83

Grant—NIE-400-82-0012

Note—36p; For other papers in this series, see ED 023 787-793.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Desegregation Methods, Elements

tary Secondary Education, Government Role, *Housing, Public Housing, *Public Policy, Racial Distribution, *Residential Patterns, State Agencies, State Government, State Legislation, *Urban Demography, *Urban Planning, *Urban Schools Urban school desegregation can be achieved through more sensible housing policies. Review of the current situation shows that some States (New York, Illinois, Michigan, Massachusetts, Maryland, and Minnesota, for example) have been able to integrate their schools by fostering the development of low and moderate income housing in particular urban areas. The shift in Federal policy away from urban school desegregation (and from urban problems in general) presents an opportunity for States to take up the slack. The rational use of housing subsidy programs can be of great assistance to desegregation goals. In States experiencing rapid development, regulations controlling growth and development may also be used to assist in these goals. Control over rules for use of State and local public employee pension funds—a new source of capital for home financing—provides another potential tool. (Author/GC)

ED 248 305 UD 023 790

Arias, M. Beatriz. Bray, Judith L. Equal Educational Opportunity and School Desegregation in Trilingual Districts. ECS Working Paper LEC-83-14.

Education Commission of the States, Denver, Colo. Law and Education Center.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC. Pub Date—Sep 83

Grant—NIE-400-81-0012 Note—20p.; For other papers in this series, see UD 023 787-793.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Desegregation Litigation, *Educational Discrimination, Elementary Secondary Education, English (Second Language), Equal Education, *Hispanic Americans, Minority Groups, *Non English Speaking, *School Desegregation, *Social Isolation

The legal and historical concerns regarding education for minorities other than Blacks—with an emphasis on the story for Hispanics—are the subject of this paper. It is argued that although the same legal rules apply to Hispanics as apply to a Black minority, language isolation requires a different approach. Non-Black racial minorities have a right to a meaningful education with special attention to language needs. This special attention, however, cannot be used to permanently segregate Hispanic and other language minority children. It is argued that only older students—those well skilled in their native tongue—benefit from English as a Second Language programs, while younger children do better in an integrated setting. The paper concludes that the goals of integration and attention the language needs of these children are compatible. (Author/GC)

ED 248 306 UD 023 791

Lipkin, John. Equity and Microcomputer Use in American Public Education. ECS Working Paper LEC-83-15.

Education Commission of the States, Denver, Colo. Law and Education Center.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83 Grant—NIE-400-81-0012

Note—26p.; For other papers in this series, see UD 023 787-793.

Pub Type—Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Educational Equity (Finance), Elementary Secondary Education, Equal Education, Females, *Government Role, *Microcomputers, Minority Groups, *Public Education

Future issues for equity in education are discussed in this paper. It is argued that computer literacy is increasingly becoming a key element in a child's education and future success. A growing body of evidence is cited which shows that access to microcomputers in the schools will be more limited for poor and minority students than for wealthier, majority students. It is also hypothesized that female students may not participate in advanced programs

for mathematics, science, and related activities to the degree that male students will participate. Further data cited indicate that more computers are being purchased and made available by wealthier districts, and that more sophisticated student-computer interaction takes place within these districts. The paper concludes with a review of the potential assistance that Federal and State governments can provide to help achieve equity in this new field. (Author/GC)

ED 248 307 UD 023 792

Belcher-Simmons, Grace. State Civil Rights Laws. ECS Working Paper LEC-83-16.

Education Commission of the States, Denver, Colo. Law and Education Center.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83 Grant—NIE-400-81-0012

Note—136p.; For other papers in this series, see UD 023 787-793.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Affirmative Action, *Civil Rights Legislation, *Constitutional Law, Educational Discrimination, Elementary Secondary Education, Equal Education, Equal Protection, Racial Balance, State Agencies, *State Legislation

This paper reviews State constitutions and State laws providing for race equity in education. Results of a comprehensive survey of constitutions and statutes reveal a substantial State commitment to the goal of education equity. Constitutional provisions in an overwhelming number of States mirror the requirements of the Federal equal protection clause. Even where the State constitutional provisions are markedly different in terminology, State courts have construed them to be equivalent to or to exceed the Federal standard. In addition, most States have expressly prohibited race discrimination or race segregation in education. Virtually every State has some kind of statute on race discrimination or segregation in schools. Some of these prohibit such inequity in "places of public accommodations," expressly or implicitly including schools in the definition. Others have provisions in the State education code. Some States adopted policies before the Federal government, and some have requirements that are stricter than those of the Federal government's. Some States, for example, make unintentional racial imbalance a condition that must be corrected. The overall picture for the States is one of great variety. (Author/GC)

ED 248 308 UD 023 793

Lines, Patricia. Serving the Unserved: The Historical and Legal Context. ECS Working Paper LEC-83-18.

Education Commission of the States, Denver, Colo. Law and Education Center.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 83 Grant—NIE-400-81-0012

Note—29p.; For other papers in this series, see UD 023 787-792.

Pub Type—Reports - Evaluative (142) — Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Discrimination, Elementary Secondary Education, *Equal Education, Federal Government, *Government Role, Hispanic Americans, *Racial Segregation, School Desegregation, *State Government, *State Legislation

This paper reviews the historical and legal context of the drive for greater equity in education, with a focus on racial equality. An overview of other papers in this series is also presented. The conclusion is drawn that although considerable progress has been made in achieving greater racial equity in education, much remains to be done. Blacks have faced the greatest inequality historically, and efforts to correct this imbalance have met with the greatest opposition. Blacks today, however, are less likely to attend segregated schools than are Hispanics, the largest of the new immigrant groups. Hispanics historically have faced discrimination in education in the United States, and new immigrants face isolation due to poverty and lack of English language skills. The need for addressing their language needs,

however, cannot justify any permanent segregation. While the Federal role has been important in the past, a new era of State leadership seems imminent. Thus, virtually all the States have adopted policies to address inequities in the schools. Some have exceeded the Federal government's, although some are weaker. States, however, may be in a better position to bring about lasting and sensible solutions to educational inequities. (Author/GC)

ED 248 309 UD 023 795

Athanasou, James A. Characteristics of Greek Adolescents in Sydney. A Survey of Greek-Australian High School Students.

Report No.—ISBN-0-7240-4208-5 Pub Date—Dec 83

Note—45p.; Prepared for the Greek Orthodox Archdiocese of Sydney, Australia.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Background, *Cultural Traits, Ethnic Groups, *Ethnicity, Family Role, Foreign Countries, Group Unity, High Schools, *High School Students, Immigrants, *Self Concept

Identifiers—*Australia (Sydney), *Greek Australian

This report discusses variations in background of Greek-Australian high school students in Sydney, Australia, and examines and describes the pattern of individual responses to the social context. Literature on the ethnic background of Greeks in Australia is briefly reviewed, and previous findings are presented to articulate some of the issues important in this study: how is a Greek identity maintained from generation to generation after migration, what changes occur, and what are the identity conflicts, if any, of Greek students who are raised in Australia? Next, the study's framework and a rationale for the study of ethnic background factors on second generation adolescents are outlined. The methodology of the survey, which involved administering questionnaires to 1,029 Greek-Australian students, is detailed. Survey responses are given, under the headings of Ethnic Background, Internalization, Values, and Problems, and patterns in background and identity are observed. Much of this information is conveyed by statistical tables. Many variants are reported, but it is concluded that attachment of ethnic culture is quite strong and that the family group is important to the second generation. Finally, a general model is proposed for the study of the responses of second generation ethnic groups. Appendices contain the survey questionnaire and an explanation of the statistical methods used to interpret data in this study. (KH)

ED 248 310 UD 023 796

Compilation of the Food Stamp Act of 1977 and Other Selected Federal Nutrition Statutes. 98th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Agriculture.

Pub Date—Jun 84 Note—100p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Federal Aid, *Federal Legislation, *Food, Government Role, Health Programs, Lunch Programs, *Nutrition, Program Administration, *Welfare Services

Identifiers—*Food Stamp Act 1977

This is a compilation of the Food Stamp Act of 1977 and other selected Federal nutrition statutes, including those relating to the Act and major authorities for domestic commodity distribution. The section on the Act itself covers policy, definitions, establishment, eligibility, issuance and use of coupons, value of allotment, approval of food stores and wholesale food concerns, redemption of coupons, administration, civil money penalties and disqualification of retail food stores and wholesale food concerns, collection and disposition of claims, administrative and judicial review, violations and enforcement, administrative cost-sharing and quality control, research, demonstration, evaluations, authorization for appropriations, block grant, and workfare. The remainder of the report concerns the distribution of commodities, information and eligibility guidelines, rules and standards, and the role of States and agencies other than Federal agencies in the distribution of food and other commodities to eligible groups. (KH)

ED 248 311 UD 023 797

Clewell, Beatriz Chu Keyser-Smith, Jennifer
Increasing Minority Admission to Medical School.
Final Report.

Educational Testing Service, Princeton, N.J.
Spons Agency—Fund for the Improvement of Post-
secondary Education (ED), Washington, DC.
Pub Date—Dec 83
Note—76p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Black Students, *College Entrance
Examinations, College Students, Educationally
Disadvantaged, *Graduate Medical Education,
Higher Education, Hispanic Americans, *Medical
Schools, *Minority Groups, *Premedical Stu-
dents, Remedial Instruction, Test Coaching, *Tutor-
ial Programs

Identifiers—District of Columbia, *Medical College
Admission Test, New York (New York), Student
National Medical Association

This is the final report of the Student National
Medical Association's tutorial and preparatory
program aimed at increasing enrollment of minority
students in medical schools. The first of six sections
describes the program's activities in preparing mi-
nority students to take the New Medical College
Admissions Test (MCAT). The original proposal
and actual developments during the program's first
three years are detailed. Evaluation criteria and the
evolution of the program are briefly outlined. Un-
derrepresentation of minority groups in medical col-
leges, due in large part to low MCAT scores, is
documented in the second section, which expands
on the program's purpose. The third section de-
scribes the background of the project, which origi-
nally ran for two years in the Washington, District
of Columbia area, and focused on black students. Its
later expansion to include New York City, where
most of the students were Hispanic, is also outlined.
The fourth section contains a description of changes
in the project's structure, content, and conduct over
its first three years. Student needs, curriculum, and
means used to disseminate the program's major
components to other institutions are explained. The
fifth section discusses outcomes and impacts. Data
are presented showing that program participants
have scores almost the same as those of minority
students who were accepted into medical school for
the year 1983-84. The sixth and final section sum-
marizes this report and asserts that the program's
basic elements are effective and flexible enough to
be readily replicable in other institutions. Appendix
A consists of the formative evaluation of the
project's third year. Appendix B of publicity and
recruitment materials utilized, and Appendix C of
instruments used to collect data from participating
students and their tutors. (KH)

ED 248 312 UD 023 799

School Desegregation Guidelines for Local and
State Education Associations.

National Education Association, Washington, D.C.
Pub Date—May 80
Note—41p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compliance (Legal), Desegregation
Litigation, Elementary Secondary Education,
Guidelines, *Organizational Objectives, Organi-
zations (Groups), *School Desegregation,
*School Resegregation, *Student Rights,
*Teacher Associations, Teacher Responsibility,
Teacher Role

This pamphlet presents school desegregation
guidelines for local and State education associa-
tions. The guidelines were adopted by the National
Education Association (NEA) Board of Directors
in February 1980, and are an updated version of
guidelines adopted in 1974. Bilingual and multicul-
tural concerns are addressed to some degree. Three
introductory sections discuss general desegregation
effects, the role of and advantages for teachers in
desegregation efforts, and recent court cases.
Guidelines are then given under these headings:
general principles; assignment of educational per-
sonnel; the instructional program; student rights;
school governance; the local association; the State
association; and desegregation of multiple school
districts. Next, factors contributing to resegregation
are discussed; these include "white flight," stan-
dardized and competency-based tests, displacement
of ethnic minority students and educators, and the
elimination of special programs geared to the needs
of specific groups. In a conclusion, local associations

are advised to monitor every step of the desegrega-
tion process. Three appendices provide NEA resolu-
tions on desegregation and integration and on
student testing, a selected bibliography, and a list of
resources available to local leaders involved in de-
segregation. (KH)

ED 248 313 UD 023 800

Prewitt-Diaz, Joseph O., Ed.

Puerto Rican Psychology: A Review of Issues
Pertaining to Assessment and Counseling — La
Psicología Puertorriqueña: Una Revisión de la
Problemática Relacionada con la Medición y la
Consejería. Monograph #135.

Pennsylvania State Univ., University Park. Div. of
Curriculum and Instruction.

Pub Date—27 Aug 84

Note—66p.; May be marginally reproducible be-
cause of small print.

Language—English; Spanish

Pub Type—Collected Works - General (020) —
Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Adolescents, Adults, Children, Coun-
seling, *Cross Cultural Studies, Depression (Psy-
chology), *Intelligence Tests, *Personality
Measures, *Psychological Evaluation, *Puerto
Ricans

Identifiers—Minnesota Multiphasic Personality In-
ventory, *Puerto Rico, Wechsler Intelligence
Scale for Children (Revised)

This is a collection of papers related to psychol-
ogical assessment and counseling in Puerto Rico. In-
cluded are: (1) an introduction (in Spanish), by
Joseph O. Prewitt-Diaz; (2) "A Procedure for Con-
structing Valid Cross-Cultural Attitude Measures
for Use in Puerto Rico," by Cecil R. Trueblood; (3)
"Perfil de Personalidad en el Adolescente Puertor-
riqueño basado en el MMPI (Version Puertorri-
queña)" [Personality Profile in the Puerto Rican
Adolescent, based on the Minnesota Multiphasic
Personality Inventory (Puerto Rican version)], by
Juan E. Noguera; (4) "Formal Cross-Cultural Psy-
chotherapy Research with Hispanic Clients," by
Rowland W. Folsenbee; (5) "Manifestaciones de
Depresión en Puertorriqueños Migrantes a los Es-
tados Unidos y Puertorriqueños Residentes en
Puerto Rico" (Manifestations of Depression in
Puerto Rican Migrants to the United States and
Puerto Ricans Residing in Puerto Rico), by Mario
A. Torres; and (6) "A Study of the Reliability of the
Escala de Inteligencia Wechsler para Niños-
Revisada [Wechsler Intelligence Scale for Children
(Revised)] with Puerto Rican Children," by Maria
Dolores Rodriguez. (GC)

ED 248 314 UD 023 811

Conyers, James E.

Deficiency Theories of Racial Inequality.

Pub Date—84

Note—18p.; Paper presented at a meeting of the
Association of Social and Behavioral Scientists
(Nashville, TN, March 22, 1984).

Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Family, *Blacks, Cultural Influ-
ences, *Nature Nurture Controversy, *Racial
Bias, *Racial Differences, Social Change, *Social
Differences, *Social Theories, United States History

Deficiency theories of racial inequality are basi-
cally inadequate in explaining observed racial differ-
ences between groups. Nonetheless, throughout the
history of our country, both political leaders and
prominent educators have propounded the notion
that the inferior social status of blacks is due to some
inherent deficiency in their make-up. Seldom are
deficiency theories cognizant of the possibility that
the "deficiencies" in question might be results,
rather than causes, of the inequalities the theories
seek to explain. Such theories encourage us to look
away from the dominant group, the class structure,
and the larger social system for the explanation of
racial inequality. It is only through effecting basic
changes in the larger society that equality among all
racial groups can be achieved. (GC)

ED 248 315 UD 023 813

Disadvantaged Pupil Program Fund. Twelve Final
Evaluation Reports, 1983-1984.

Cleveland Public Schools, OH. Dept. of Research
and Analysis.

Pub Date—Jul 84

Note—143p.

Pub Type—Collected Works - General (020) —
Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Achievement Gains, *Compensa-
tory Education, Counseling, Cultural Awareness,
Dropout Prevention, Educationally Disadvan-
taged, Elementary Secondary Education, Enrich-
ment Activities, Instructional Improvement,
Kindergarten, Latin American Culture, Material
Development, Outdoor Education, *Program Ef-
fectiveness, Reading Achievement, Science Edu-
cation, Urban Schools

Identifiers—*Cleveland Public Schools OH, Full
Day Programs, In School Suspension

This is a group of reports evaluating the 1983-84
results of twelve programs funded by the Disadvan-
taged Pupil Program Fund in the Cleveland Public
Schools. The programs evaluated are (1) the Class-
room Support Program; (2) the Cultural Enrich-
ment Experiences Project; (3) the Internal
Suspension Room Program, for dropout prevention;
(4) the Emphasis on Latin American Cultures
Projects; (5) Kindergarten Reinforcement; (6) Moti-
vational and Self-Imagery Development/Job De-
velopment; (7) the Pilot Projects Component, for
the adaptation of curriculum instructional methods
and materials; (8) Project STAR (secondary), for
the improvement of reading and vocabulary skills;
(9) the Reading Impact program; (10) the Rein-
forcement Science Skills Project; (11) the Resident
Environmental Classroom, for outdoor education,
and (12) Upward Reach, which provides counseling
for the dropout-prone or institutional returnees.
Each evaluation contains a program description,
summary of services provided, program objectives,
findings (including student achievement data), and
recommendations for the future. (GC)

ED 248 316 UD 023 820

Woody, Bette Maison, Micheline

In Crisis: Low Income Black Women in the U.S.

Workplace. Working Paper No. 131.

Wellesley Coll., Mass. Center for Research on
Women.

Spons Agency—National Association for the Ad-
vancement of Colored People Legal Defense and
Educational Fund, New York, N.Y.

Pub Date—[84]

Note—101p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Black Employment, Blacks, *Em-
ployed Women, *Employment Patterns, Equal
Opportunities (Jobs), Family Income, *Industrial
Personnel, Industry, Low Income Groups, Racial
Differences, Racial Discrimination, *Salary Wage
Differentials, *Wages, Whites

Patterns of employment in U.S. industry today
were studied in order to explore factors behind the
low income and lagging occupational status of black
women workers. The data collected for this group
were contrasted with similar data for white women
workers. The study found (1) substantial under-
representation in hiring black women at all income
levels in U.S. industry and a strong possibility of
racial discrimination; (2) discrimination and occu-
pational clustering within industry; (3) lower wage
earnings by black women than by all other groups,
when industry and occupation were held constant;
(4) high rates of involuntary part-time employment
among low income black women; (5) an extremely
low percentage of black women workers covered by
employer-sponsored pension and health plans; and
(6) a greater proportion of poor black women's
wages going to total family support, as compared to
the proportion contributed by white women to their
total family income. (GC)

7-11-1964
10-11-1964
11-11-1964

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Descriptor _____	Microcomputers	
Title _____	Public Education and Electronic Technologies.	
	ED 226 725	Accession Number
Identifier _____	National Assessment of Educational Progress	
Title _____	Reading, Science, and Mathematics Trends. A Closer Look.	
	ED 227 159	Accession Number

Abe Lincoln in Illinois
Abe Lincoln in Illinois. A Sound Filmstrip Program. Study Guide.

ED 248 166

Abstract Reasoning
Cognitive Improvement of Hearing-Impaired High School Students through Instruction in Instrumental Enrichment.

ED 247 725

Philosophical Inquiry among Hearing-Impaired Students: Promoting the Development of Thinking Skills through the Use of Philosophy for Children Programs.

ED 247 724

Abstracts
An Introduction to Chemical Abstracts, with Exercises.

ED 248 143

Resources in Education (RIE). Volume 20, Number 1.

ED 247 370

Academic Ability
Credit by Examination: An Analysis of Effects and Motivations.

ED 248 259

Academic Achievement
Annual Test Report, 1982-83.

ED 248 253

Are Teaching Certification Graduates "Bottom of the Barrel"? Exploring the Evidence and Exploding the Myth.

ED 248 219

California Assessment Program Statewide Testing Results by District and by School, San Diego City Schools. Evaluation Services Department Report No. 360. 1982-1983 School Year.

ED 248 254

Cognitive Style as a Predictor of Achievement: A Multivariate Analysis.

ED 248 217

Communication Apprehension and Elementary School Achievement: A Research Note.

ED 247 622

Community College Journal for Research and Planning, Volume III, Number 2.

ED 247 968

Credit by Examination: An Analysis of Effects and Motivations.

ED 248 259

The Cultural-Distance Perspective: An Exploratory Analysis of Its Effect on Learning and Intelligence.

ED 248 260

The Effectiveness of Radio Programmes as a

Strategy for Teaching Science in Primary Schools in Uganda. African Studies in Curriculum Development & Evaluation No. 86.

ED 248 118

The Effect of Word Processing on Writing.

ED 247 921

Evaluation of Three Course Patterns for the Implementation of Science Laboratory Technician Curriculum in Applied Sciences. African Studies in Curriculum Development & Evaluation.

ED 248 123

Excellence in Montana Schools. 1983 Task Force Report.

ED 247 660

Factors Related to Student Achievement in Arkansas Schools: 1981 and 1982.

ED 248 272

High School Seniors: A Comparative Study of the Classes of 1972 and 1980. High School and Beyond, a National Longitudinal Study for the 1980's.

ED 248 277

Hope Springs Eternal: Prediction of Academic Success by College Students.

ED 247 466

Increasing School Effectiveness: The Full-Day Kindergarten.

ED 248 036

An Investigation into the Relationship Between Theory and Practical Biology at 'A' Level in Kenyan Secondary Schools. African Studies in Curriculum Development & Evaluation No. 100.

ED 248 120

Learning Styles, Learning Abilities and Learning Problems in College: An Exploration of Learning Disabilities in College Students. Final Report.

ED 247 682

Lesson Commonality and Method of Reading: Effect on Achievement in Social Studies.

ED 248 179

A Longitudinal Study of the English Usage and Algebra Basic Skills Testing Remediation Paradigm for Older, Re-entry College Juniors.

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Minnesota Statewide Educational Assessment in Mathematics, 1978-79. Final Report.

ED 248 147

Preliminary Report on the ECEC Longitudinal Study.

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Racial Similarities and Differences in the Predictors of Students' College Achievement.

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The Role of the Laboratory in the Teaching of Ordinary Level Physics in Kenya Secondary Schools. African Studies in Curriculum Development & Evaluation.

ment & Evaluation.

ED 248 122

Some Preliminary Evaluation Notes of an Effective Schools Effort: Project SHAL.

ED 247 653

Student Achievement in An Integrated Setting. ECS Working Paper LEC-83-11.

ED 248 302

Three-Year Planning Data-Base, Vol. III, 1983-84.

ED 248 252

Academic Advising
Maximizing the Use of Faculty Advisors.

ED 247 820

Academic Aspiration
Parental Identification and Education. Swedish Research on Higher Education, 1984:3.

ED 247 851

Parents, Programs, and Pennsylvania Students' Plans: A Study of 1983-84 Freshmen and Senior Plans for after Graduation from High School.

ED 247 857

A Study of Women's Access to Higher Education in Kenya with a Special Reference to Mathematics and Science Education.

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Who Goes to University in Kenya? A Study of Social Background of Kenyan Undergraduate Students.

ED 247 782

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Advancement Factors of Women in Administration: Patterns and Perspectives.

ED 247 836

Academic Libraries
Administrators' Views of Librarian Personnel Status: The Complete, Original Report.

ED 247 944

Electronic Mail in ARL Libraries. SPEC Kit 106.

ED 247 943

Library Statistics of Colleges and Universities in the Pacific Northwest, 1982-83.

ED 247 950

State University of New York Librarians Association Salary Survey. Data as of December 1983.

ED 247 951

Academic Orientation
Teacher as Learner in the Academic Nursery School.

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Long Term Graduation Rates of Students at The City University of New York.

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- Excellence in Public Higher Education: A Call for Action. Comments and Recommendations. Revised. ED 247 821
- Academy for Effective Schools II.**
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- Facilitating Community College Access for Minority Students. ED 247 994
- Increasing Minority Access to the Licensed Professions: A Regents Action Paper. ED 247 825
- Rates of College Participation: 1969, 1974, and 1981. Policy Brief. ED 247 810
- Trends and Prospects in the Development of Higher Education in Latin America and the Caribbean. Papers on Higher Education, No. 3. ED 247 800
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- Continuation of Job Related Physical Capacities Project (VIEW Interface). From July 1, 1982 to June 30, 1983. Final Report. ED 247 417
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The On-Line Audit Revisited: Yale University. ED 247 787
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Reauthorization of the Adult Education Act, 1984. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session, on the Proposed Amendments to Public Law 97-377, the Adult Education Act, and Its Reauthorization. ED 247 459
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